

**Douglas Fuchs, Meagan E. Walsh, Samuel A. Patton, Lynn S. Fuchs**

Reading

**PI**

Sample

**Nonfiction Comprehension Program  
Grade 3**

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## **Reading PI: Nonfiction Comprehension Program**

Grade 3

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Peabody College, Vanderbilt University

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# Reading **P I**

**Nonfiction Comprehension Program**

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**Grade 3**

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# TEACHER GUIDE

## **OVERVIEW**

1. Program Overview
2. The Basics: How To
3. Nonfiction Texts
4. Strategy Instruction
5. Supplemental Materials
6. Individualization

## **MATERIALS**

- ☒ Instructor Manual
- ☒ Supplemental Materials
- ☒ Student Binder
- ☒ Student Workbooks
- ☒ Media Library

## ***READING PI PROGRAM OVERVIEW***

### **Program Rationale**

Reading comprehension (RC) is essential for success in school and in life. Unfortunately, many students fail to develop proficient RC. In grade 3, students transition from learning to read to reading to learn. It is important that students develop adequate RC during this transitional year. In subsequent years academic demands increase, a greater emphasis is placed on independent learning, and limited instructional time is allotted for training in foundational reading skills.

Interventions that focus on nonfiction, or information, text are especially needed. Students with and at risk for learning disabilities often demonstrate increased difficulty with these texts because of their unfamiliar structures, vocabulary, and content. RC interventions that focus on nonfiction text are needed to accelerate the learning of students with and at risk for significant learning challenges.

### **Program Description**

The Reading PI: Nonfiction Comprehension Program was developed and validated by the Fuchs Research Group at Vanderbilt University. It is designed to be used as an intensive intervention for students in grade 3. The curriculum includes 26 texts arranged in 4 thematic units: Your Amazing Brain, Superkids, Exploring Space, and Chimpanzees. The program utilizes the principles of explicit instruction and peer mediation to help struggling readers master the following nonfiction comprehension strategies: previewing, activating background knowledge, making main ideas, making connections, identifying themes, and answering literal and inferential questions.

#### **Target Population**

- 3rd graders
- Students in need of RC intervention
- Students with adequate word reading skills.

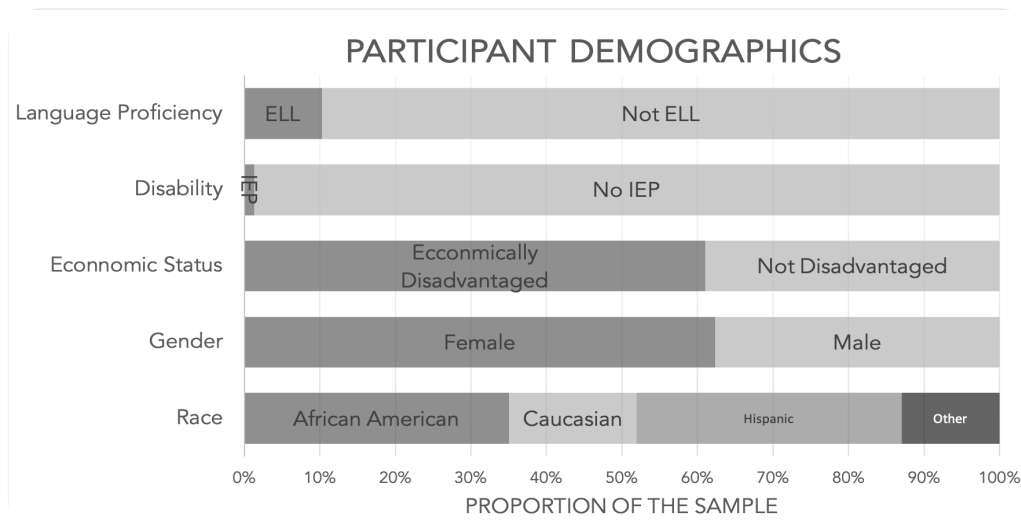
### **Evidence**

This program arose from iterative research conducted at the Center for Accelerating Academic Achievement. The center was funded by the National Center on Special Education Research in the Institute of Educational Sciences. Initially, the goal of the reading project was to develop a single RC intensive intervention platform for use with students in grades 3-5. However, after 3 years, it became clear that students in grade 3 required different texts and instructional procedures.

In 2016, we conducted a small pilot study in order to develop a program specifically for students at this grade level.

We tested the efficacy of the 3rd grade program in 2017 with a randomized control trial. The results provided preliminary evidence that our approach might be effective for improving the RC of struggling 3rd grade students. We summarize that study on the following page.

## SAMPLE DESCRIPTION

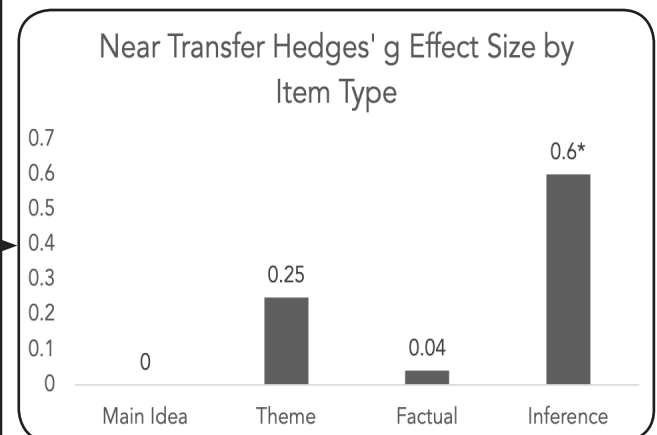
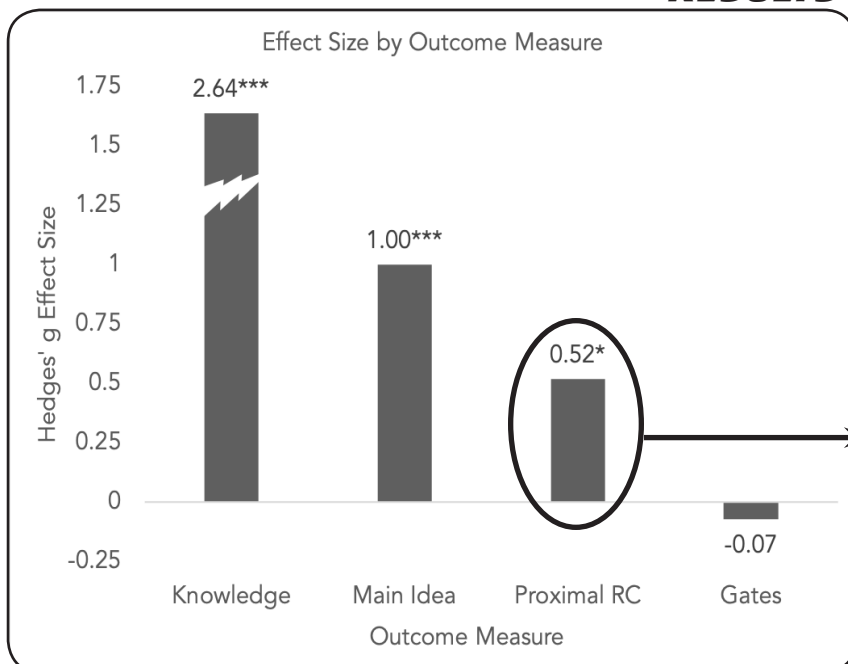


### Screening Means by Treatment Condition.

|                           | Tutored ( <i>n</i> =39) |           | Control ( <i>n</i> =39) |           |
|---------------------------|-------------------------|-----------|-------------------------|-----------|
|                           | <i>M</i>                | <i>SD</i> | <i>M</i>                | <i>SD</i> |
| TOWRE 2 SWE PR            | 47.44                   | 15.68     | 49.82                   | 15.84     |
| Comprehension Screener RS | 9.26                    | 2.30      | 9.72                    | 2.73      |
| Gates PR                  | 29.41                   | 14.04     | 28.51                   | 12.22     |
| IQ                        | 91.46                   | 11.24     | 89.15                   | 7.82      |

Note. TOWRE-2 SWE PR is Test of Word Reading Efficiency-2 (Torgesen, Wagner, & Rashotte, 2012) Sight Word Efficiency subtest percentile. Comprehension Screener is the combined raw score on the 4 expository passages from the Gates MacGinitie Reading Test-4, Form T (MacGinitie, MacGinitie, Maria, & Dreyer, 2001) and a researcher created mid transfer measure. Gates PR is the Gates-MacGinitie Reading Test-4, Form S percentile rank (MacGinitie, MacGinitie, Maria & Dreyer, 2001). IQ scores were calculated based on performance on the Weschler Abbreviated Scale of Intelligence (Weschler, 2011).

## RESULTS



# RESEARCH SUMMARY

## Study Aims

1. Develop an effective RC intervention, comprehensive in scope, yet feasible for implementation in authentic educational settings
2. Improve our selection procedures in order to validate the program with students at risk for significant comprehension deficits.
3. Improve our outcome measures to better understand the efficacy of our intervention

## Methods

### Participants

We recruited 56 3rd grade teachers from 16 schools in a large urban public school district. We asked teachers to nominate students who they felt might benefit from RC intervention. 209 nominated students returned parental consent and were screened to determine eligibility. For our study, we selected students who met the following criteria:

- *Adequate word reading* (Standard Score on the Test of Word Reading Efficiency-2, Sight Word Efficiency subtest > 25th percentile.
- *Risk for comprehension deficit* (Raw score on a researcher created comprehension screener <14 and Normal Curve Equivalent Score on the Gates MacGinitie Reading Test, Form S < 50th percentile)
- *Ability to benefit from RC tutoring* (Average IQ, Schedule availability, Language proficiency)

85 students met our criteria and were randomly assigned to treatment or control. 78 students completed the study.

## Instructional Procedures

Students in the treatment condition were assigned to pairs and tutored by 5 trained graduate research assistants, 2 doctoral students, and a full time project coordinator. Each pair received 42 intervention sessions. Each session was between 45 and 50 minutes in duration. Students were tutored outside of their general education classroom. Tutors used scripted lessons in order to deliver the intervention in a standard way.

Each student received 3 full color workbooks that included the nonfiction texts used as the base of instruction. Students completed daily worksheets as they practiced their comprehension strategies with scaffolded tutor support.

### Measures

We used a variety of measures in the hope of capturing the full range of the interventions effects across a continuum of instructional transfer.

#### *No transfer*

- Knowledge and Vocabulary\*
- Main Idea Creation\*

#### *Proximal Transfer*

- Near Transfer Reading Comprehension\*
- Gates MacGinitie Reading Test, Form T, expository passages only

#### *Far Transfer*

- Gates MacGinitie Reading Test, Form S, full

\* researcher-created measures

## Results

Analysis of cross classified hierarchical linear models revealed large, significant effects on acquisition measures indicating that students learned content and strategies taught in the intervention. More moderate, but still significant effects were found on a composite of the 2 proximal measures. This suggests that treatment students were better able to apply strategies to answer questions about unfamiliar nonfiction texts. There was no difference between treatment and control students on the standardized far transfer measure.

Closer analysis of the near transfer results reveals that inference training seems to be the most effective element of the treatment.

## Implications for Practice

1. Evidence suggests that our program is likely to improve the nonfiction comprehension of struggling 3rd grade readers.
2. Based on the large effect observed on the knowledge measure, an approach such as ours might also be an effective way to help struggling students learn and remember important academic content.
3. This intervention might be especially appropriate for students who struggle with inference making.
4. Students require more practice to improve transfer to broader contexts. We have included an extra unit for this reason.

# HOW TO READ A LESSON SCRIPT

## LESSON 9: INSIDE QUESTIONS

### OVERVIEW:

1. Introduction
2. Main Idea Questions
3. Introduction to Inside Questions
4. Practice Inside Questions
5. Lesson Closure

### MATERIALS:

- ☑ Strategy Bookmark (laminated)
- ☑ Brain Workbooks (1 for each student)
- ☑ Inside Question Card (laminated)
- ☑ Mission 8.0 worksheet (sb)
- ☑ Mission 9.0 worksheet (sb)
- ☑ Mystery Game Board, Card Set 1-3, Game Pieces, and Die.

Lesson number and primary focus

Overview of lesson components

List of materials you will need to conduct the lesson

 This lesson suggests that you access the Brain Media Library PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

The  symbol indicates a link to a media resource. At the beginning of most lessons, this symbol will tell you which media library you will need and how to access it.

### 9.1 INTRODUCTION

Review Routines.

As appropriate, compliment students on a routine/procedure that they followed

Side bar shows a thumb nail of each supplemental material next to the spot where it is called for in the script

**in tutoring this year, you're training to be reading detectives. The best detectives always do something when they read, what is it? [Think] What do they think about? [The Theme] That's right. The best detectives are always thinking about the Theme before, during, and after they read.**

**Let's get started, by reviewing what you did last time.**

Ask students to take out their "Your Amazing Brain" workbooks and turn to p.10. Use the Pre-Reading Review script to review pre-reading from lesson 4. This activity should take 2 minutes to complete.

1. Ask students to take turns reading and completing item.
2. Prompt students to complete the statements, as needed, using the guide on the back of the script.
3. Follow-up with student answers as indicated.

**Bold Text** → Teacher talk. Say this.

**Highlighted Text** → Teacher action. Do this.

**Plain Text** → Teacher explanation. Note this.

**[Bracketed Text]** → Student answer. Listen for this.

#### Check the Features Review

1. Listeners are asked to write something to read.
2. Think like a detective (the features strategy) I found \_\_\_\_\_
3. The author wanted us to learn about vocabulary words.
4. Based on the features I think the text has a \_\_\_\_\_ structure.
5. The structure and text features I found made me think the text might be about \_\_\_\_\_
6. The text (or content) is full of background knowledge about \_\_\_\_\_
7. The text (or content) is full of background knowledge about \_\_\_\_\_
8. The text (or content) is full of background knowledge about \_\_\_\_\_



Teacher Material



Student Material

# THE BASICS: HOW TO IMPLEMENT THIS PROGRAM

## Step 1: Identify students who require intensive intervention in RC.

Identify students who:

- (1) struggle in the area of reading comprehension
- (2) can read 3rd grade text with support

The program is designed to be delivered in pairs. When possible, we suggest that you deliver the intervention with 2 students who have similar word reading abilities AND comprehension deficits.

## Step 2: Identify when and where you will implement the intervention.

Each lesson in the program will take approximately 45 minutes to complete. Suggested lesson timing is provided in the lower left corner of each page of the script.

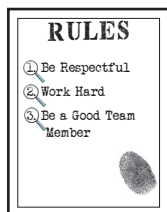
45:00

In our research we met with students 3 days per week at the same time each day.

You may have to adjust the lesson duration or frequency to accommodate your schools schedule.

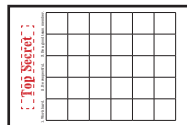
## Step 3: Establish instructional procedures for promoting positive behavior.

In our research, tutors reviewed the routines and rules at the beginning and end of each session.



Tutors used a point system and were encouraged to generously award

points during lessons. Students traded their points for prizes. Tutors also used a variety of stickers to encourage teamwork and critical thinking. These materials are included in the supplemental materials.



You may choose to use our materials or implement your own behavior management system. Either way, take a proactive approach and establish your procedures in advance. Inappropriate behavior will seriously jeopardize the efficacy of this intervention for both the student and their partner!

## Step 4: Familiarize yourself with the program.

Prior to implementing this program...

- Identify the components of the script (p.x).
- Review the table of contents for this manual (p. v).
- Learn about the texts students will read (p.xii).
- Review the comprehension strategies (p. xiv)

## Step 5: Prepare student and teacher supplemental materials.

Each student will need:

- (1) A copy of all student worksheets (preferably 3-hole punched and placed in a binder).
- (2) A copy of each workbook.
- (3) Strategy bookmarks.
- (4) A point sheet (optional).

You will need:

- (1) A ring with each of the strategy cards.
- (2) Laminated Text structure organizers (total of 3)
- (3) A Laminated Pre-reading worksheet
- (4) Game materials.
- (5) Access to Media Libraries

All materials are included with the program. Detailed Instructions for preparing them is provided on p.xvi.

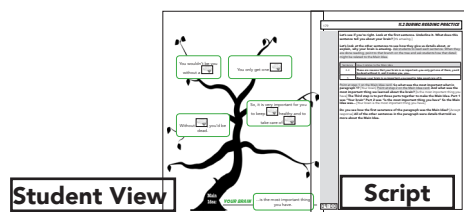
## Step 6: Read each lesson in advance.

Lessons are fully scripted. However, you should NOT read the lessons word-for-word. You should feel free to use your own words.

Students will not respond in a standardized way. You will need to be familiar with possible student responses and feedback procedures so that you can be maximally responsive to students and minimize unnecessary pauses.

## Step 7: Deliver the lessons.

Deliver the lessons as designed. Use the script and the prepared materials. You will find several pages in this script that are meant to be displayed to students during instruction. These pages include graphics or text that illustrate the script.



## UNIT AND NONFICTION TEXT DESCRIPTION

26 nonfiction texts form the base of instruction. All texts were developed by the research team. Texts are 2-6 paragraphs in length, and designed to meet the following criteria:

- ...written at an appropriate readability level for 3rd grade students.
- ...include content that is engaging, informative, and appropriate for 3rd grade students.
- ...resemble authentic texts in order to facilitate transfer.
- ...represent common nonfiction text structures: descriptive, comparative, and sequential.
- ...include common nonfiction text features such as pictures and captions, diagrams, maps, and charts.
- ...offer ample opportunities for students to practice core strategies.
- ... facilitate schema development
- ...provide exposure to key academic content vocabulary.

*The texts are organized into 4 thematic units:*

### **The Amazing Brain**



This unit introduces students to nonfiction text, descriptive text structure, pictures/captions, and diagrams as they learn about the brain. During this unit, students will be explicitly taught most of the strategies. For this reason, texts are simpler to read and comprehend. Most paragraphs include a topic sentence. Students learn to attend to different components of nonfiction text to improve their literal comprehension.

### **Superkids**



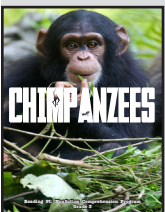
In this unit, students read the biographies of 4 real-life superkids. All of the texts in this unit have a sequential structure. This unit was designed to introduce inference making and to facilitate rich connections between text and students' pre-existing schema.

### **Exploring Space**



The level of the texts in this unit are slightly higher than the first 2. Students will continue to practice their strategies as they move toward full independence. Students will learn about a new text structure: comparative while continuing to practice their strategies with descriptive and sequential texts.

### **Chimpanzees**



This unit was written for, but not implemented during, our validation studies due to time constraints. It is provided here to allow for additional independent practice with all strategies and structures.

# NONFICTION TEXT INFORMATION

| #                  | Text                                      | Text Structure | Lexile Level | Instructional Sessions | Paragraphs Main Ideas Connections | Factual Questions | Inference Questions | Text Features                                         | Vocabulary |
|--------------------|-------------------------------------------|----------------|--------------|------------------------|-----------------------------------|-------------------|---------------------|-------------------------------------------------------|------------|
| Your Amazing Brain |                                           |                |              |                        |                                   |                   |                     |                                                       |            |
| 1                  | Hello, World!                             | D              | 490          | 6                      | 6                                 | 11                | 2                   | Diagrams<br>Pictures<br>Headings                      | 4          |
| 2                  | Your Amazing Brain                        | D              | 560          | 3                      | 4                                 |                   |                     |                                                       | 6          |
| 3                  | Take Care of Your Brain                   | D              | 500          | 3                      | 6                                 |                   |                     |                                                       | 3          |
| Superkids          |                                           |                |              |                        |                                   |                   |                     |                                                       |            |
| 4                  | Super Girl: Jessica Watson                | S              | 470          | 3                      | 4                                 | 9                 | 2                   | Diagrams, Pictures, Headings,<br>Maps                 | 4          |
| 5                  | Bat Boy: Ben Underwood                    | S              | 510          | 2                      | 3                                 | 4                 | 5                   |                                                       | 1          |
| 6                  | Learning to See in the Dark               | S              | 530          | 2                      | 3                                 | 4                 | 4                   |                                                       | 1          |
| 7                  | Meet the Real Spider Girl                 | S              | 620          | 2                      | 3                                 | 3                 | 1                   |                                                       | 2          |
| 8                  | Malavath on Top of the World              | S              | 660          | 2                      | 4                                 | 5                 | 4                   |                                                       | 2          |
| 9                  | DJ Focus: Kelvin Doe                      | S              | 560          | 2                      | 3                                 | 2                 | 2                   |                                                       | 1          |
| 10                 | DJ Focus Inspires Others                  | S              | 650          | 2                      | 3                                 | 3                 | 5                   |                                                       | 3          |
| Exploring Space    |                                           |                |              |                        |                                   |                   |                     |                                                       |            |
| 11                 | Our Neighborhood                          | D              | 590          | 2                      | 3                                 | 5                 | 5                   | Diagrams, Pictures, Headings, Maps,<br>Tables         | 5          |
| 12                 | Race to the Moon                          | S              | 610          | 2                      | 4                                 | 3                 | 5                   |                                                       | 3          |
| 13                 | Earth Verses Venus                        | C              | 650          | 3                      | 6                                 | 5                 | 3                   |                                                       | 2          |
| 14                 | How Does Our Sun Compare to Other Stars?  | C              | 550          | 2                      | 5                                 | 3                 | 2                   |                                                       | 4          |
| 15                 | Life in Space                             | C              | 560          | 2                      | 5                                 | 4                 | 2                   |                                                       | 2          |
| 16                 | Trailblazers: Mae Jemison and Guy Bluford | C              | 690          | 1                      | 4                                 | 2                 | 3                   |                                                       | 2          |
| 17                 | Ham the Astrochimp                        | S              | 720          | 1                      | 4                                 | 1                 | 3                   |                                                       | 2          |
| 18                 | The International Space Station           | D              | 560          | 1                      | 4                                 | 2                 | 3                   |                                                       | 2          |
| Chimpanzees        |                                           |                |              |                        |                                   |                   |                     |                                                       |            |
| 19                 | Chimpanzees                               | D              | 510          | 1                      | 3                                 | 3                 | 2                   | Diagrams, Pictures, Headings, Maps,<br>Tables, Graphs | 2          |
| 20                 | Chimpanzee Behavior                       | D              | 620          | 1                      | 3                                 | 1                 | 3                   |                                                       | 1          |
| 21                 | Jane Goodall and the Chimpanzees          | S              | 560          | 1                      | 4                                 | 3                 | 1                   |                                                       | 1          |
| 22                 | Jane Goodall: What Have We Learned?       | S              | 580          | 1                      | 3                                 | 3                 | 1                   |                                                       | 1          |
| 23                 | Chimpanzees and Spider Monkeys, Pt. 1     | C              | 540          | 1                      | 3                                 | 1                 | 2                   |                                                       | 2          |
| 24                 | Chimpanzees and Spider Monkeys, Pt. 2     | C              | 810          | 1                      | 3                                 | 3                 | 1                   |                                                       | 2          |
| 25                 | Chimpanzees in Trouble                    | D              | 570          | 1                      | 4                                 | 2                 | 2                   |                                                       | 4          |
| 26                 | Save the Chimpanzees                      | D              | 540          | 1                      | 3                                 | 1                 | 2                   |                                                       | 3          |

**Note:**  
**Text Structure:** D=Descriptive; S=Sequential; C=Comparative  
**Lexile Level:** obtained using the Lexile Profesional Analyzer (Lexile.com), uses mean sentence length to determine text complexity.  
**Instructional Sessions:** Students spend more time with earlier texts. As they develop facility with strategies the pace increases. By the end of the program students should be able to independently demonstrate all before, during, and after reading strategies for 1 text during a single instructional session.  
**Paragraphs/Main Ideas/Connections:** For each paragraph read, students will identify or synthesize a Main Idea. For the first 5 texts, the teacher will facilitate connection making implicitly. Beginning with the 6th text, students will make "word-to-word," "sentence-to-sentence," and "sentence-to-self." connections for each paragraph using the Making a Connection strategy.

# EXPLICIT STRATEGY INSTRUCTION

## The Best Detectives Always...

Think **Before**...

1. Check the Features

2. Check my Mind

Think **During**...

3. Make a Main Idea

4. Make a Connection

Think **After**...

5. Answer the Theme Question

6. Answer the Other Questions

Research has shown explicit instruction to be the most effective way of intervening with students with and at risk for learning disabilities (Ciullo, Sabrina Lo, Wanzek, & Reed, 2016.) Explicit Instruction incorporates the following: 1) directions in clear, direct language, 2) modeling of efficient solution strategies, 3) support for potential gaps in student background knowledge and prerequisite skills, 4) gradual fading of support for correct execution of strategies, 5) ample opportunities for student practice, and 6) systematic, cumulative review. (Fuchs, Fuchs, & Malone, 2017)

Incorporating these principles, this program is designed to teach students 6 efficient comprehension strategies for use before, during, and after reading nonfiction texts. Strategies are meant to help students attend to the text and continually update schema in order to build a coherent representation of the text. Description of, materials used, steps, and the sequence of instruction for each strategy is provided below:

## Check the Features

Check the Features

Write:

1. What is the main idea?

2. What are the text features?

3. Why did the author use these features?

4. Based on the features, what type of information does this text contain?

5. What is the author's purpose?

Vocabulary Check-up

1. Check your brain. What do you know?

2. Check the text. What do you see?

3. Check the glossary. What does it say?

Text features are an important element of nonfiction texts. Authors often use features to convey or reinforce important information. Young students, particularly those with comprehension deficits, have had limited exposure to nonfiction text features, and often fail to use them consistently to improve their comprehension. In our program, students are taught to use the "Check the Features" strategy before reading in order to access important information from features and make predictions about the author's Theme.

Materials Used: Check the Features guide, Vocabulary Check-up card

## Strategy Steps:

1. Write the title.
2. Identify the text features.
3. Think about why the author has included each feature (Students should read the caption, interpret the diagram, use the key to examine the map, etc. in order to complete this step.)
4. Check prior knowledge, the context, and the glossary to clarify key vocabulary words.
5. Use the text features to identify the text's structure.
6. Make a prediction about the text's Theme.

## Sequence of Instruction:

Students are taught the steps in the strategy during the first unit. Beginning with the second unit the teacher should fade support. By the final unit, students should be able to independently complete this strategy in less than 5 minutes.

## Check My Mind

Check my Mind

What do you already know about \_\_\_\_\_?

1. What do you know?

2. What do you see?

3. What does it say?



The more students read, the more background knowledge they possess. The more background knowledge that a student possess, the better they are able to comprehend what they read. Good readers activate their background knowledge prior to reading, identify gaps in their knowledge, and take steps to fill those gaps.

Materials Used: Check my Mind card, Media Libraries

# EXPLICIT STRATEGY INSTRUCTION

## Strategy Steps:

1. Students ask one another what they already know about the predicted Theme.
2. Students evaluate their background knowledge and decide if they should access additional media resources.
3. Students select media resources from a curated collection.
4. Students discuss the media resource.

## Sequence of Instruction:

Students are taught this strategy in Lesson 4. Students continue to practice the strategy throughout the program. By the end of the program, students should be able to complete this strategy independently in less than 3 minutes. Media libraries have been provided for each unit and can be accessed at [vkc.mc.vanderbilt.edu/frg](http://vkc.mc.vanderbilt.edu/frg).

## Make a Main Idea

Proficient readers are able to identify the most important ideas in a text, to distinguish these ideas from peripheral details, and to accurately summarize the text. Students with and at risk for comprehension deficits have difficulty doing these things. Identifying Main Ideas in nonfiction text can be particularly challenging.

**Materials Used:** Main Idea Card, Main Idea Tree, Pronoun Card, Main Idea Card (for comparative texts), Text Structure Graphic Organizers

## Strategy Steps:

1. Name the most important who or what.
2. Tell the most important thing about \_\_\_\_\_.
3. Say the Main Idea

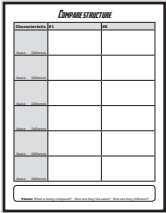
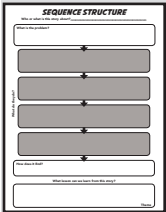
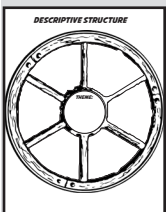
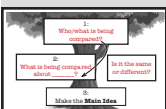
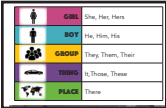
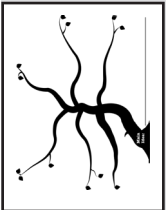
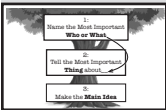
## Sequence of Instruction:

This strategy is taught in two parts during the first unit. In lesson 5, students are taught to identify the most important who or what, first at the sentence level and then later at the paragraph level. In lesson 6, students learn to identify the most important thing that they learn about the who or what. In this lesson students are taught to look at the first sentence and then use a tree to understand the relationship between the main idea found in the topic sentence and the other details in the paragraph.

In the second unit, students are introduced to texts where the main idea is not always found in the first sentence. They use the Main Idea tree in order to identify the main idea on their own. The teacher should scale back support during this unit.

In the third unit, students use a slight alteration of the strategy to identify the Main Idea of comparative paragraphs. Students move toward full independence. Instructors should allow the coach to provide feedback first, before providing any feedback of their own. By the end of the program, students should be able to identify the main ideas efficiently and independently with minimal support from their partner or the teacher.

When students identify the Main Idea of a paragraph. They write the main idea on a graphic organizer that corresponds to the structure of the text. Paragraph level main-ideas are reviewed after each paragraph to help students develop a coherent representation of the text.



# EXPLICIT STRATEGY INSTRUCTION

## Make a Connection



|       |                   |
|-------|-------------------|
| Girl  | She, Her, Hers    |
| Boy   | He, Him, His      |
| Group | They, Them, Their |
| Thing | It, Those, Theirs |
| Place | There             |

Proficient readers continually make connections as they read. They make connections between pronouns in a sentence and the words they represent. They use connectives and causal links to make connections between sentences. And they make connections between what they are reading and their external mental schema. Poor readers either don't do this, or they make erroneous and irrelevant connections.

**Materials Used:** Make a Connection Card, Pronoun Card

### Strategy Steps:

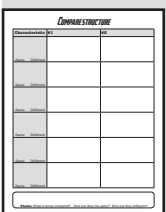
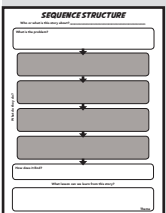
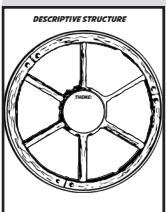
1. Make a word-to-word connection: Identify pronouns and connect them to their antecedent.
2. Make a sentence-to-sentence connection: Identify connecting words.
3. Make a sentence-to-self connection: Identify items in a sentence that connect to existing background knowledge

### Sequence of Instruction:

In the first unit, the teacher facilitates implicit use of this strategy through prescribed questions. Feedback is provided to ensure that students are making the connections necessary for comprehension.

The strategy is not explicitly taught until the second unit. Extensive feedback is provided for each type of connection. The teacher should continue to provide feedback and to model the use of this strategy until students become proficient.

Some students have no difficulty resolving anaphora (pronoun-antecedent) relationships. If students can consistently demonstrate this part of the strategy, it can be assumed that they are doing it automatically. To save time, you may wish to focus on sentence-to-sentence and sentence-to-self connections with these students and skip word-to-word connections in subsequent lessons.



To help teachers provide feedback, sentence-to-sentence and sentence-to-self connections are provided for each paragraph. Students may make their own connections, connections that we cannot anticipate. This is wonderful, provided the connections are appropriate and facilitate comprehension. Use the feedback and sample connections only if students require them.

## Answer the Theme Question

The goal of reading, especially reading nonfiction, is to understand and identify the author's message. In this program, we refer to the author's message as the Theme. ALL comprehension strategies serve the purpose of helping to uncover the Theme. Students with comprehension deficits can make an error at any point in the reading process that prevents them from correctly completing this strategy. Text structure is an important clue to uncovering the Theme of a text.

**Materials Used:** Text structure graphic organizers

# EXPLICIT STRATEGY INSTRUCTION

## Strategy Steps:

1. Review text Main Ideas using the graphic organizer.
2. Name the most important who or what for the whole text.
3. Tell the most important thing about the who or what (use the structure guiding questions to help you figure this out)

## Sequence of Instruction:

In the Brain unit, students learn to identify the Theme for descriptive texts using the Main Idea strategy and the descriptive graphic organizer.

In the Superkids unit, students are taught to identify the Theme of sequential texts. To do this they must think about the problem or challenge, what the subject of the text did to solve it, and the lesson the reader can learn from the story. All of the texts in this unit explicate the same lesson: "Kids can do anything."

In the final unit students learn to identify the theme of comparative texts by asking what is being compared and how those things are alike and different.

By the end of the Space Unit, students should be able to identify and answer questions about the Theme independently regardless of text structure.

## **Answer the Other Questions**



In the classroom, teachers typically can't observe students use of comprehension strategies directly. Instead teachers must assess student RC after reading using comprehension questions. Students must learn to answer questions using evidence from the text and their background knowledge in order to demonstrate their overall comprehension. Inferential questions are particularly challenging for students with and at-risk for comprehension deficits.

Materials Used: Look for Inside Answers Card; Look for Answers: Inside and Outside Card

## Strategy Steps:

1. Read the question.
2. Look for Evidence **inside** the text.
3. If needed, look for additional evidence **outside** the text.
4. Answer the Question.

## Sequence of Instruction:

Students are taught to read the question and look for evidence inside the text during the first unit. Students learn to look for key words in the text and read around to find their answer. Students learn that when evidence in the text is sufficient for answering a question that question has an INSIDE answer.

In the second unit, students are taught to go outside of the text and use their background knowledge when the evidence inside the text is insufficient. Students are taught to integrate textual evidence and their background knowledge when answering the question. Students also learn to differentiate between inside and outside questions.

In the third unit, students should practice answering questions independently with limited support. Some students, however, will continue to require support for answering inferential questions throughout the program.

## ***PREPARING MATERIALS***

***Pre-prepared materials are available for purchase on the Fuchs Research Group website.***

|                           | Material                            | Number    | Printing Instructions    | Finishing Instructions |
|---------------------------|-------------------------------------|-----------|--------------------------|------------------------|
| <b>Teacher Materials</b>  |                                     |           |                          |                        |
| A                         | Strategy Poster                     | 1         | Card Stock               | Laminate               |
| B                         | Rules Poster                        | 1         | Card Stock               | Laminate               |
| C                         | Check the Features Sheet            | 1         | Card Stock               | Laminate               |
| D                         | Vocabulary/Check My Mind Cards      | 1         | Card Stock/ Color        | Laminate, Cut          |
| E                         | Pronoun/Main Idea Cards             | 1         | Card Stock/Color         | Laminate, Cut          |
| F                         | Descriptive Structure Organizer     | 1         | Card Stock               | Laminate               |
| G                         | Inside ?'s/ Make a Connection Cards | 1         | Card Stock/ Color        | Laminate, Cut          |
| H                         | Sequential Structure Organizer      | 1         | Card Stock               | Laminate               |
| I                         | In/Out ?'s/Compare Main Idea Cards  | 1         | Card Stock/ Color        | Laminate               |
| J                         | Compare Structure Organizer         | 1         | Card Stock               | Laminate               |
| K                         | Main Idea Tree                      | 1         | Card Stock               | Laminate               |
| L                         | Check the Features Review           | 1         | Card Stock               | Laminate               |
| <b>Game Materials</b>     |                                     |           |                          |                        |
| M                         | Mystery Game Board                  | 1         | Legal/Color              | Laminate               |
| N                         | Mystery Game Cards                  | 1         | Card Stock               | Cut out Cards          |
| O                         | Blank Strategy Board                | 1         | Legal                    | Laminate               |
| P                         | Strategy Cards                      | 1         | Card Stock               | Laminate/ Cut          |
| Q                         | Fiction/Nonfiction Venn             | 1         | Card Stock               | Laminate               |
| R                         | Fiction/Nonfiction Sorting Strips   | 1         | Card Stock               | Laminate/Cut           |
| <b>Student Materials</b>  |                                     |           |                          |                        |
| S                         | Top Secret Memo                     | 1/student | Letter                   | Seal in Envelope       |
| T                         | Point Card                          | 1/pair    | Laminate                 | Cut                    |
| U                         | Strategy Bookmarks                  | 1/student | Laminate                 | Cut                    |
| V                         | Student Mission Binder              | 1/student | 2-sided Letter           | 3-hole punch           |
| W                         | Super Sniffers Passage              | 1/student | Letter                   |                        |
| X                         | Your Amazing Brain Workbook         | 1/student | 2-sided Letter/Color     | Staple                 |
| Y                         | SuperKids Workbook                  | 1/student | 2-sided Letter/Color     | Staple                 |
| Z                         | Exploring Space Workbook            | 1/student | 2-sided Letter/Color     | Staple                 |
| AA                        | Take-Home Notes                     | multiple  | Letter                   | Cut                    |
| BB                        | Chimpanzees Workbook                | 1/student | 2-sided Letter/Color     | Staple                 |
| <b>Optional Materials</b> |                                     |           |                          |                        |
| CC                        | Strategy Stickers                   | 1         | Avery Labels # 18695     |                        |
| DD                        | Partner/ Thinking Stickers          | 1         | Avery Labels # 18695     |                        |
| EE                        | Strategy Post-it                    | multiple  | order, or print post-its |                        |

## ***INDIVIDUALIZATION***

This program was validated primarily with students who qualified for Tier 2 intervention. However, some students who might be considered for intensive intervention (percentile rank on standardized assessment <21st percentile) were included in the sample (Treatment n=13, Control n=15). The effect size on the proximal RC measure of .57 for these students suggests that this intervention has moderate strength for students requiring intensive intervention. To best serve these students this intensive intervention platform should be implemented in the context of data-based individualization (DBI). If using this program in a DBI context, you will need to select a progress monitoring measure and make instructional adaptations when students progress falls below expectations. If warranted, you may wish to implement the following instructional adaptations to intensify the intervention. This is NOT an exhaustive list.

### **Increase or Decrease Dosage**

- Conduct sessions with greater frequency.
- Increase or decrease session duration.
- Reduce group size (implement 1:1).
- Increase group size (for students requiring less intensive support).

### **Increase Instructional Alignment**

- Reduce the number of strategies you teach. Some students may not need support to master all strategies in the program. Others may benefit from learning the strategies more slowly.
- Consider a more advanced intervention platform such as the Reading PI: Nonfiction-Comprehension Program for 4th and 5th grade students.
- Include word-reading/ fluency practice.

### **Increase Comprehensiveness**

- Provide more feedback and modeling for students struggling to master strategies.
- Scale-back feedback when possible so that students have more opportunities for independent practice.
- Use additional media resources to supplement or extend student background knowledge.

### **Attend to Transfer**

- Encourage students to use their strategy bookmarks or post-its when reading outside of intervention (ie. in science, social studies, or ELA core instruction).
- Provide additional independent practice using a broader range of text such as fiction or nonfiction texts with untaught structures.

### **Provide Additional Behavior Support**

- Develop an individualized behavior improvement plan based on a functional behavior analysis for students with significant behavior concerns.
- Ask students to recall Main Ideas from memory to strengthen working memory.
- Encourage students to describe their use of strategies, check off strategies independently, and set goals for strategy use to improve self-regulation.
- Give more points.
- Adjust the rules or procedures as needed.
- Use stickers (optional materials) to encourage teamwork, critical thinking, or independent strategy use as needed.

# ***BUILDING BACKGROUND KNOWLEDGE THROUGH MEDIA***

## ***BACKGROUND KNOWLEDGE AND READING COMPREHENSION***

In order to gain meaning from text, readers need to go beyond surface features to build a coherent mental model of the text. The key to building an adequate mental model is background or prior knowledge. The more knowledge a reader has, the more they will comprehend. Young children and poor comprehenders have limited stores of background knowledge from which to draw. The units in the Reading PI program are designed to build students conceptual and vocabulary knowledge. However, you are likely to find that students have gaps in knowledge that impede their comprehension. To fill in these gaps, we have curated additional media resources to supplement the text.



## ***USING MEDIA TO ENHANCE COMPREHENSION: GROUND RULES***

Media should enhance the text and intervention experience for students. To this end, we identified media sources with the following principles in mind:

1. **Media use should be active, not passive. Students should select media to fill an identified need** (ie. term they don't understand, confusing concept in the text, etc.).
2. **Media use should not compromise time in text.** All the media files in our libraries are less than 3 minutes in length. If identifying additional sources on your own, we suggest capturing and clipping the files to maximize efficiency.
3. **Media should facilitate rich discussion.** If students view a resource, they need to talk about what they see and how it relates to the text.
4. **Media should be of high quality.** The content should be accurate, compelling, and age appropriate. Above all, it should be essential--it should provide something that the text does not.
5. **Media usage in intervention should support good practices for personal media use.** Our media libraries are designed to mimic authentic online experiences. Like most adults, students should be taught to look for a resource that meets their needs, and to avoid "click-holes" when utilizing media. They should be taught to think about the quality of the source and to be critical of what they hear and see.

## ***HOW TO ACCESS AND USE MEDIA LIBRARIES***

### **Before the session:**

- ✓ Visit <https://frg.vkcsites.org/>. Find the media library that corresponds to the text or unit.
- ✓ Download the PowerPoint file to your device.
- ✓ Preview the media library to get a sense of the included files and to test that all links, audio, etc. are working properly.

### **During the session:**

- ✓ Watch for the  symbol in the lesson script. This indicates a place where media might be used.
- ✓ Allow students to select a video. The video should play automatically.
- ✓ After the video click the arrow button to advance to the discussion slide. Use the rating questions on the screen, and the feedback in the script to facilitate a discussion



**SAMPLE  
LESSONS**



# LESSON 18: LEARNING TO SEE...

## OVERVIEW:

1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Lesson Closure

## MATERIALS:

- ☑ Strategy Bookmark (laminated)
- ☑ SuperKids Workbooks (1 for each student)
- ☑ Mission 18.0 worksheet (sb)
- ☑ Check the Features Sheet (laminated)
- ☑ Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, Make a Connection (laminated)
- ☑ Sequence Structure Organizer (laminated)

 This lesson suggests that you access the Ben Underwood Media Library PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

## 18.1 INTRODUCTION

### Review Routines.

As appropriate, compliment students on a routine/procedure that they followed especially well.

### Review Rules.

**(Student A) What are the three rules we have for every session?** [Be Respectful; Work Hard; Be a Good Team Member]

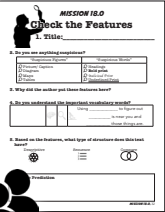
Provide feedback on behavior as appropriate.

**Review strategy bookmark.** Students could have used any of their strategies outside of intervention. Encourage them to talk about what they are reading outside of class, and how the strategies they've learned in intervention might help them better comprehend what they read.

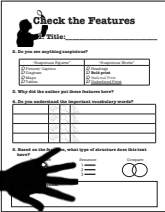
- **Since we last met, did you read any nonfiction? What did you read?**
- **Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?**
- **Did you have a chance to use any of these strategies? Which ones did you use?**
- **How did they help you comprehend what you read?**



2:00



SB  
p. 32



Ask students to turn to the Table of Contents. **Last time we read about Bat Boy: Ben Underwood. We read the first part of Ben's story. What sad thing happened to Ben in the first part of his story?** [His eyes were removed.] **What text do you think we will read about today?** [Learning to See in the Dark] **Today we are going to read the second half of Ben's story. What page is it on?** [9] Students turn to page 8.

Open student binders to a Mission 18.0, p. 32. **Today we are going to practice our before reading strategies to prepare to read "Learning to See in the Dark."** Place the laminated Check the Features sheet on the table.

**What's our first strategy?** [Check the Features] **Is this text fiction or nonfiction?** [Nonfiction] **All the texts we'll be reading are nonfiction. You need to work together as a team to find any "suspicious" text features. While you work I'll take notes on this sheet, and you can take notes on the worksheet in your binder.**

| Step                                            | Student should...                                                                                                                                                                        | Teacher should...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Title:                                       | a. Write "Learning to See in the Dark" next to "Title."                                                                                                                                  | a. Write "Learning to See in the Dark." next to "Title." <b>Why do you think the author chose this title?</b> [Accept response]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2. Do you see anything Suspicious?              | a. Identify picture/caption, diagram, bold print, and italicized print.                                                                                                                  | a. Check off picture/caption, diagram, bold print, and italicized print.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. Why did the authors put these features here? | a. Read caption for each photo<br>b. Spend time examining and discussing the diagram<br>c. Identify that bold print is used for vocabulary words and write terms in the vocabulary table | Use the follow-up questions below to guide discussion.<br>✓ (Dolphin and Bat) <b>Have you ever heard the sounds that Dolphins and Bats make? What are they like?</b> [Accept response]<br>✓ (Echolocation diagram) <b>What is this diagram called?</b> [How Echolocation works] <b>Can you see numbers that show us the order of the steps?</b><br>✎ <b>What is the first thing that happens?</b><br>[Click] <b>A person, like Ben, makes a clicking noise. A dolphin or a bat makes a high pitched sound.</b><br>✎ <b>What happens next?</b> [The sound travels to an object.] <b>What is the object in this diagram?</b> [A basketball hoop]<br>✎ <b>What happens third?</b> [Sound bounces off an object.] <b>Sound bouncing off an object is called an echo. Have you ever heard an echo before?</b> [Accept response]<br>✎ <b>What happens last?</b> [The brain turns the sound message into a picture.] <b>So instead of using ears to hear, someone who echolocates uses their ears to see!</b><br>✓ (bold print/Vocabulary words) Write term in table: echolocation. |

## Vocabulary Check-up

1. Check your brain. What do you know?  
 2. Check the text. What do you see?  
 3. Check the glossary. What does it say?



**Let's continue to practice the Check the Features strategy by giving ourselves a vocabulary check-up.**

Place the Vocabulary Check-up card on the table. Continue to guide student use of the Check the Features strategy.

| Step                                                 | Student should...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Teacher should...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Do you understand the important vocabulary words? | <p>For each word</p> <ol style="list-style-type: none"> <li>Check their brain: make an x or ✓ in each box. There is a possibility students will know some or all of the words in this lesson.</li> <li>Check the text: make a ✓ in the magnifying box, if students find clues to help them understand the term.</li> <li>Check the glossary: complete the definition (answers below)               <ol style="list-style-type: none"> <li>(Echolocation): echo, what, where</li> </ol> </li> </ol> | <p>Record vocabulary notes on the laminated Check the Features sheet.</p> <p>If students indicate that they know a word ask them to complete the definition.</p> <p>If they can correctly complete the definition, skip to follow-up questions.</p> <p>If they can't complete the definition correctly, ask them to put an x in the brain box and check the sentence for clues.</p> <p>When students complete the definition correctly ask the follow-up question below:</p> <p>✓ (echolocation) <b>Does the definition make sense to you?</b> [Accept response] If students still seem confused after they have read the definition in the glossary, say <b>This is a really confusing word. Even with the help of our vocabulary check-up and the diagram we aren't sure what this word means. Maybe during Check My Mind we can look for a video to help us understand this word better.</b></p> |

# ***SEQUENCE STRUCTURE***

Who or what is this story about? \_\_\_\_\_

What is the problem?



What do they do?

How does it End?

What lesson can we learn from this story?

Theme

**This text might remind you of a fictional text, why is that?** Accept responses. One reason it may remind you of fiction is because it has the same structure as a fiction text. Remember, a structure is like an outline. Today's text has what we call a "sequence" structure. That means there will be a beginning, middle, and end. Just like in fiction. The first paragraphs will tell us what happened in the beginning of the story—about a problem that the main character must deal with. Then the middle paragraphs tell us about what the main character does to solve their problem. Then the last paragraphs tell us how the story ends. Because this text is organized like a story—I'm going to circle "sequence" on our pre-reading worksheet. Encourage students to do the same. **But remember. This story is non-fiction. This means it isn't made-up.**

**A true story about a real person is called a biography. A biography is a type of nonfiction that uses a sequence structure. It has a beginning, middle, and end. Right? Look at the title. What real person do you think we'll be reading about?** [Ben Underwood.] **Last week we read the beginning of the story. What problem did Ben face?** [He had cancer, he lost his eyes, he was blind]

**Based on these text features, what "super" thing do you think Ben might have done?** Accept responses. **Why do you think that?** Accept responses.

**Remind me again, why is it important to use the "Check the Features" strategy?** [So we can make predictions about the Theme.] **Good, when we read, the best reading detectives are always thinking about the Theme—what the author is trying to teach them.**

**Do you remember our Theme prediction from the first part of Ben's story?** If students don't remember, ask them to look back at Mission 16.0 and copy this Theme prediction in the box on the bottom of their Check the Features worksheet.

**Excellent. Now that we've predicted the Theme, we'll read to see if our prediction is right. Reading to see if our prediction is right will focus us on the important parts of the text. We just completed our first strategy: Check the Features.** Ask students to check off Check the Features on their bookmark.

**Check my Mind**

What do you already know about \_\_\_\_\_?



What resources do you have to help you prepare?



Ben  
Underwood  
Media  
Library

**There is one more pre-reading strategy. What is it?** [Check my Mind] **We know from the text features that Ben was blind. Let's check to see what we know about blindness.**

Ask both students, **Do you know anything about being blind?**

When both students have answered ask, **Do you have a lot of background knowledge or little background knowledge about that?** [Accept response]

**What was the vocabulary word?** [Echolocation] **Do you think it would be helpful to find a video to help us understand echolocation?**

**How could Ben have used echolocation?** [Accept response] **Maybe there is a video that can help us learn about Ben before we read our text for today?**

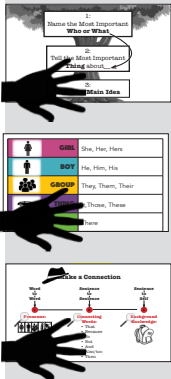
**We can use a computer to help us answer some of our questions before we read.**

Open the Ben Underwood Media Library file which can be accessed here: [vkc/frg/A3reading.org](http://vkc/frg/A3reading.org). With the PowerPoint in presentation mode, do the following:

-  Allow students to select a video by clicking on the question/image.
-  After the video, click the arrow to be redirected to a discussion slide.
-  Ensure both students have a chance to answer the discussion questions. Have students take turns asking and answering the questions on this slide.
-  Use the table below to guide discussion.
-  If time, return to the "Ben Underwood" home screen and allow students to click on one of the other videos.

| Survey Question                                   | Student Response | Follow-up Question                                                                                                                        |
|---------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| This video helped me understand the text...       | Affirmative      | <b>How did it help you understand the text?</b><br><b>What did you learn from that video and how did it help you understand the text?</b> |
|                                                   | Negative/Neutral | <b>What is still confusing for you?</b><br><b>What else would you like to know?</b>                                                       |
| This video made me more interested in the text... | Affirmative      | <b>What did you like most about the video?</b><br><b>What else would you like to see?</b>                                                 |
|                                                   | Negative/Neutral | <b>What did you dislike about the video?</b><br><b>Why don't you want to learn more about this Theme?</b>                                 |

**Which strategy did we just practice?** [Check my Mind] **Go ahead and check that off on your bookmark.**



Now it's time to read "Learning to See in the Dark." You just used your before reading strategies to prepare to read. Which strategies should you use during reading to help you comprehend, or understand what the author is trying to say? [Make a Main Idea and Make a Connection] Set the Main Idea, Pronoun, and Make a Connection cards on the table. **Before we start reading, take a second to number the paragraphs.** Students should number the paragraphs. **How many paragraphs do we have?** [3]

(Student A), I'd like you to be the first Reader. (Student B), You'll be the Coach. As the Coach, you'll need to help your partner find the most important who or what. As your partner reads, you need to highlight words that refer to the most important who or what. Got it? Good. Hand (Student B) a highlighter. (Student A), read the first paragraph for us. Provide support with difficult words as needed. Ensure the Coach is highlighting, during reading.

Ben woke up from the surgery and said, "Mom I can't see." It was true. Ben's eyes were gone. He was completely blind. How would Ben have a normal life now? But, Ben's mom didn't give up. She wanted her son to do everything that someone with regular sight could do. Ben's mom said, "Ben, yes you can see!" She helped Ben learn how to "see" using his hands, ears, and nose.

 When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] Correct answer for Main Idea step 1: [Ben/Ben's mom] Check to see if the Reader's answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree (following page)--and point out that each sentence talks about Ben or his mom.

**Main  
Idea:**

***BEN'S MOM***

helped him learn to "see" using  
his hands, ears, and nose.

**She** helped **Ben** learn to  
"see" using **his** hands, ears,  
and nose.

**Ben** woke up from surgery  
and said, "**Mom**, I can't  
see."

It was true. **Ben's** eyes were  
gone. **He** was completely  
blind.

**Ben's mom** said, "**Ben**, yes  
**you** can see!"

But **Ben's mom** didn't give  
up. **She** wanted **her son** to  
do everything that someone  
with regular sight could do.

How would **Ben** lead a normal life  
now?



The Coach should prompt the Reader to [Tell the most important thing about Ben/Ben's mom.] Ensure that the Coach replaces the blank in step 2 with [Ben/Ben's mom] *Correct answer for Main Idea step 2: [...learned to see using hands]* Ask the Coach if they agree with the Reader's answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.

| Sentence | How it relates to the Main Idea                                                                           |
|----------|-----------------------------------------------------------------------------------------------------------|
| 1-4      | <b>These sentences talk about what it was like when Ben woke up from surgery--he couldn't see at all.</b> |
| 5-8      | <b>These sentences talk about how Ben's mom helped him learn to see in other ways.</b>                    |



The Coach should prompt the Reader to [Make a Main Idea] *Correct Main Idea: Ben's mom helped him learn to "see" using his hands, ears, and nose.*

**Before we started reading, we used the Check the Features strategy to make a prediction about the Theme of the text, or what the whole text was about. We decided that this text was going to tell us a story so it would have a sequential structure.** Ask students to turn their Mission 18 worksheet over. **We already read part 1 of Ben's story. The Main Ideas from that part of the story are already on your organizer.** Ask students to read the first 3 Main Ideas. [1. Ben Underwood did amazing things even though he was blind. 2. Ben started losing his sight when he was young. 3. Ben's eyes were removed to save his life.] **What was the Main Idea of the paragraph we just read?** [Ben's mom helped him learn to "see" using his hands, ears, and nose.]

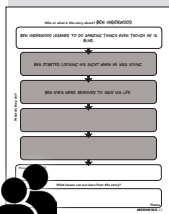
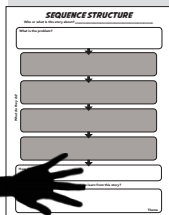
**These Main Ideas will help you figure out the Theme of the whole text.** Write the Main Idea on the laminated sequence structure organizer. **Go ahead and write the Main Idea on your graphic organizer so you can remember it later.** Allow students time to write the Main Idea.

While students write the Main Idea, place the Make a Connection card on the table. **You just used the Make a Main Idea strategy. Now, let's practice our Make a Connection strategy.**

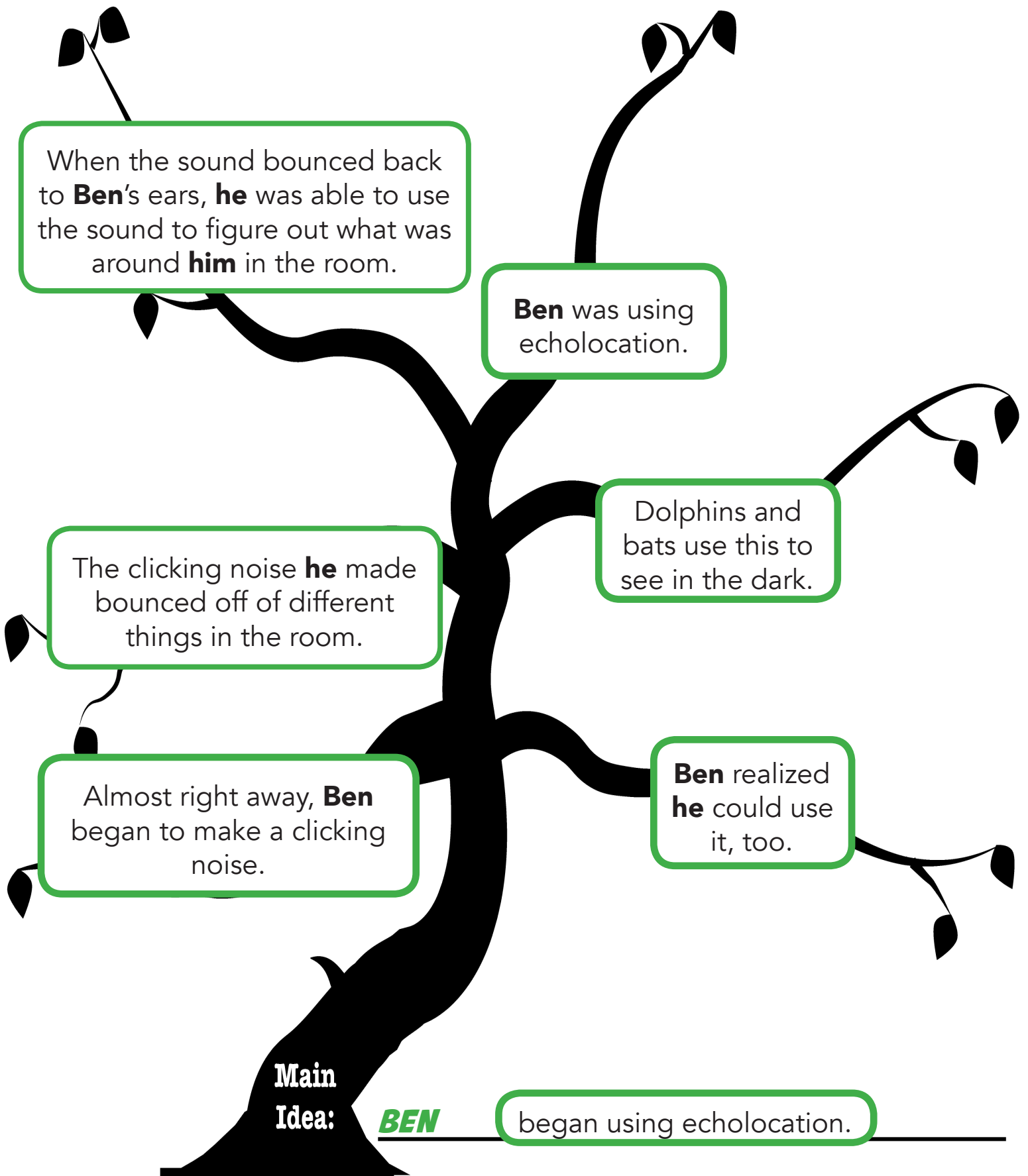


The Coach should prompt the Reader to make a "word-to-word" connection. Make sure that the Reader correctly identifies each pronoun and connects it to the correct antecedent. Use the pronoun card and provide support as necessary.

| Pronoun                    | Antecedent |
|----------------------------|------------|
| He, his, her son, I*, you* | Ben        |
| she                        | Ben's mom  |



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The Coach should prompt the Reader to make a “sentence-to-sentence” connection. Make sure that the Reader correctly identifies the connecting word “But”  
**The word “but” is connecting the first part of the paragraph to the second part. It says “But Ben’s mom didn’t give up.” We might have expected Ben’s mom to give up, right? Why would we expect that?** [Ben couldn’t see; he lost his eyes.]  
**BUT Ben’s mom didn’t give up. What did she do instead?** [She helped him learn to see in other ways.]



The Coach should prompt the Reader to make a “sentence-to-self” connection. If they do not, ask students to underline the sentence “How would Ben have a normal life now?”  
**The author is asking you a question. How would you feel if you were Ben in this situation? How could Ben have a normal life?**

| Student Response                                                           | Tutor Feedback                                                                                                                                                        |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Correct response: Student describes how they would feel if they were blind | <b>Very Good! The author wants you to realize that Ben did amazing things too, just like Jessica.</b>                                                                 |
| Non-response.                                                              | <b>What are some things you couldn’t do if you were blind?</b> [Accept response] <b>How would you feel? How would your family and friends feel?</b> [Accept response] |

Instruct students to switch roles and read paragraph 2. Provide support with word reading as necessary. Ensure the Coach highlights references to the most important who or what.

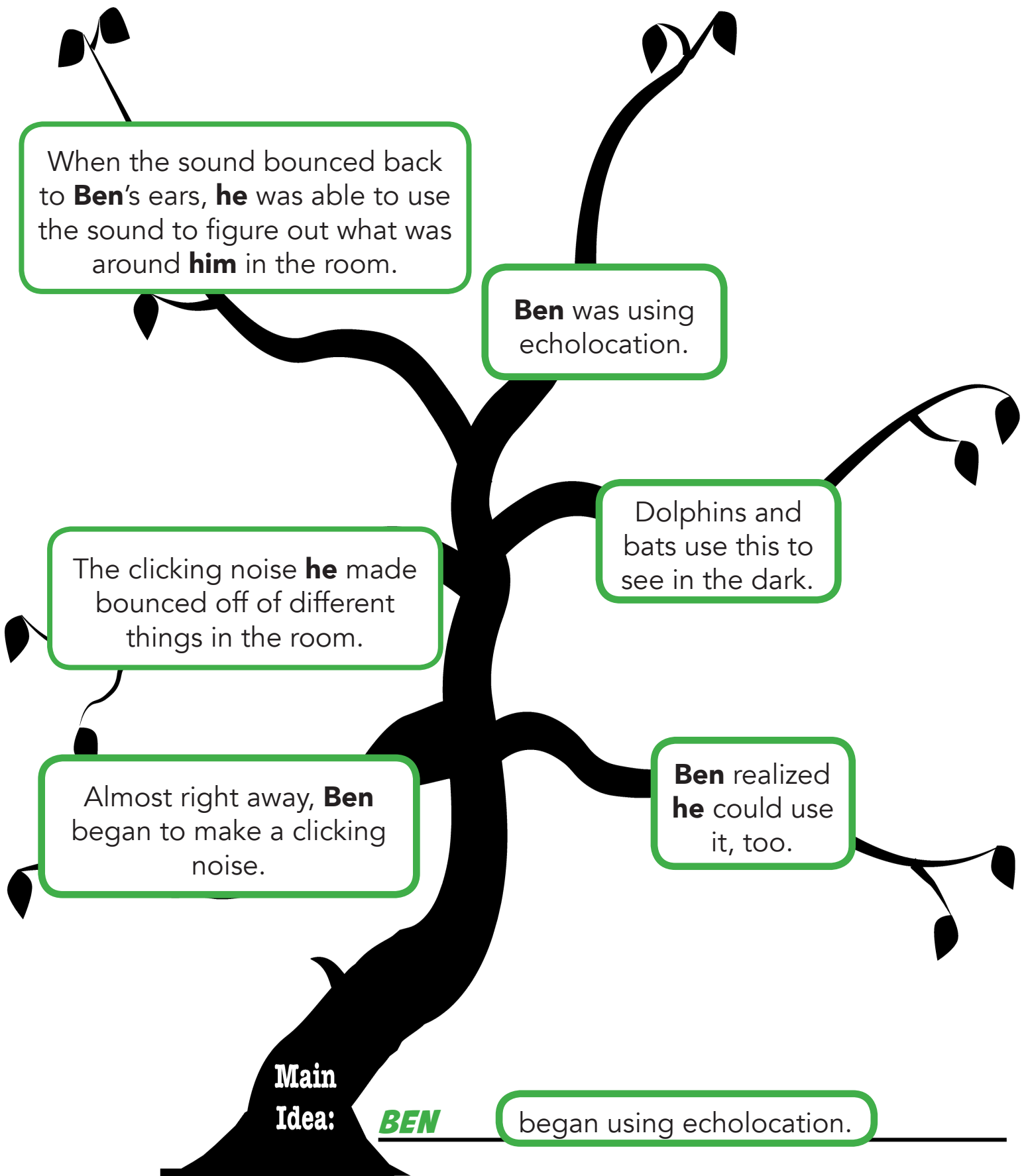
Almost right away, Ben began to make a clicking noise. The clicking noise he made bounced off of different things in the room. When the sound bounced back to Ben’s ears, he was able to use that sound to figure out what was around him in the room. Ben was using **echolocation**. Dolphins and bats use this to see in the dark. Ben realized he could use it, too.



When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] Correct answer for Main Idea step 1: [Ben] Check to see if the Reader’s answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree--and point out that most sentences talks about Ben.



The Coach should prompt the Reader to [Tell the most important thing about Ben.] Ensure that the Coach replaces the blank in step 2 with [Ben]. Correct answer for Main Idea step 2: [...began using echolocation] Ask the Coach if they agree with the Reader’s answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.



Main  
Idea:

**BEN**

began using echolocation.

When the sound bounced back to **Ben's** ears, **he** was able to use the sound to figure out what was around **him** in the room.

**Ben** was using echolocation.

Dolphins and bats use this to see in the dark.

**Ben** realized **he** could use it, too.

The clicking noise **he** made bounced off of different things in the room.

Almost right away, **Ben** began to make a clicking noise.

| Sentence | How it relates to the Main Idea                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1-6      | <b>Each of these sentences talks about echolocation. So the most important thing we learn about Ben is that he learned to echolocate.</b> |



The Coach should prompt the Reader to [Make a Main Idea]. Correct Main Idea: Ben began using echolocation.

Write this Main Idea on the sequence organizer. Review previously created Main Ideas. **These Main Ideas are going to help us figure out the Theme of the whole text. Go ahead and write this Main Idea on your graphic organizer so we can remember it later.** Allow students time to write the Main Idea.

While students write the Main Idea, place the Make a Connection card on the table. **Let's practice our Make a Connection strategy.**



The Coach should prompt the Reader to make a "word-to-word" connection. Make sure that the Reader correctly identifies each pronoun and connects it to the correct antecedent. Use the pronoun card and provide support as necessary.

| Pronoun   | Antecedent   |
|-----------|--------------|
| He, him   | Ben          |
| this, it* | echolocation |



The Coach should prompt the Reader to make a "sentence-to-sentence" connection. Make sure that the Reader correctly identifies the connecting word "too." **Ben realized he could use echolocation too? What other creatures use echolocation?** [Dolphins and bats]



The Coach should prompt the Reader to make a "sentence-to-self" connection. they do not, ask students to underline the sentence "Dolphins and bats use this to see in the dark." **The author says dolphins, bats, and Ben use echolocation to "see." How is echolocation like seeing?**

| Student Response                                                                                                   | Tutor Feedback                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Students should reference the diagram--sound bouncing off of items is interpreted in the visual part of the brain. | <b>Yes! I love how you looked back at the diagram!</b>                                                                                    |
| References something they saw in one of the videos to explain.                                                     | <b>Yes! I loved how you used what we saw in the video to help you understand how echolocation could replace Ben's sight.</b>              |
| Gives a partial answer or does not respond.                                                                        | <b>What did the diagram show us?</b> [Accept response] <b>What did you see in the video, how did echolocation work?</b> [Accept response] |

**Main  
Idea:**

**BEN**

learned to do many amazing things  
others thought would be impossible for  
him.

**Ben** was a real-  
life superhero!

Using echolocation, **Ben**  
learned to do many things  
that others thought would  
be impossible for **him**.

**He** learned to ride a bike. **He**  
learned to roller blade. **He**  
learned to play basketball.

There was nothing **Ben** couldn't  
do. **He** could walk and run to  
places on **his** own. Being blind  
didn't stop **him**.

In some ways,  
**Ben** had a  
special gift.

**He** once said that the problem  
with sighted people is that, "you  
all look at each other and judge  
what you look like." **Ben** didn't  
do that. **He** saw people as they  
truly were!

Instruct students to switch roles and read paragraph 3. Provide support with word reading as necessary. Ensure the Coach highlights references to the most important who or what.

Using echolocation, Ben learned to do many things that others thought would be impossible for him. He learned to ride a bike. He learned to roller blade. He learned to play basketball. There was nothing Ben couldn't do. He could walk and run to places on his own. Being blind didn't stop Ben. In some ways, Ben had a special gift. He once said that the problem with sighted people is that, "you all look at each other and judge what you look like." Ben didn't do that. He saw people as they truly were! Ben was a real-life superhero!



When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] *Correct answer for Main Idea step 1: [Ben's eyes]* Check to see if the Reader's answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree--and point out that each sentence talks about Ben.



The Coach should prompt the Reader to [Tell the most important thing about Ben's eyes.] Ensure that the Coach replaces the blank in step 2 with [Ben's eyes]. *Correct answer for Main Idea step 2: [...started losing his sight]* Ask the Coach if they agree with the Reader's answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.

| Sentence | How it relates to the Main Idea                                                                                    |
|----------|--------------------------------------------------------------------------------------------------------------------|
| 1        | <b>This seems like it might be the Main Idea.</b>                                                                  |
| 2--7     | <b>All of these sentences talk about the amazing things Ben learned to do.</b>                                     |
| 8-11     | <b>These sentences talk about the one thing that Ben couldn't do--judge people based on what they looked like.</b> |
| 12       | <b>Ben was a superhero because of what he could do and what he didn't do!</b>                                      |



The Coach should prompt the Reader to [Make a Main Idea]. *Correct Main Idea: Ben learned to do many amazing things others thought would be impossible for him.*

Write this Main Idea on the sequence organizer. Review previously created Main Ideas. **These Main Ideas are going to help us figure out the Theme of the whole text. Go ahead and write this Main Idea on your graphic organizer so we can remember it later.** Allow students time to write the Main Idea.

While students write the Main Idea, place the Make a Connection card on the table.  
**Let's practice our Make a Connection strategy.**



The Coach should prompt the Reader to make a "word-to-word" connection. Make sure that the Reader correctly identifies each pronoun and connects it to the correct antecedent. Use the pronoun card and provide support as necessary. Ensure that students identify the pronoun with the asterisk below.

| Pronoun | Antecedent                                      |
|---------|-------------------------------------------------|
| He, his | Ben                                             |
| there   | (not being used as a pronoun in this paragraph) |



The Coach should prompt the Reader to make a "sentence-to-sentence" connection. Make sure that the Reader correctly identifies the connecting word "that." The sentence says **"Ben didn't do THAT" What didn't Ben do?** Judge people based on what they look like.



The Coach should prompt the Reader to make a "sentence-to-self" connection. If they do not, ask students to underline something in the paragraph that Ben could do that they is impressive. **Of the things Ben learned to do, which one impresses you the most?**

| Student Response                                                          | Tutor Feedback                                                                                                                                                                                              |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Correct Response:</i><br>Identifies something and gives a reason.      | <b>That is really impressive! I don't think I could do that if I was blind!</b>                                                                                                                             |
| <i>Paraphrase error:</i><br>Identifies something but can't give a reason. | <b>Tell me more. Why does that impress you?</b>                                                                                                                                                             |
| <i>Elaboration error:</i><br>Gives an answer not found in the paragraph.  | <b>What does the paragraph say?</b> [Accept response] If they continue to struggle, <b>Why would it be impressive that Ben could ____.</b> If they still can't answer the question, supply your own answer. |

**We just finished reading our text for today. Which strategies did we just practice?** [Make a Main Idea; Make a Connection] **Let's check those strategies off on our bookmarks.** Students should check the strategies off.

Place the sequence organizer on the table. **Because we finished reading our text for today--we are ready for our After Reading strategies. Let's read the Main Ideas one more time.** [Students read the Main Ideas from their graphic organizer.] **Do you think we can answer the Theme question? Do you think this is the end of Ben's story?** [Yes] **Earlier you predicted that the Theme of the text would be \_\_\_\_\_. Let's check to see if you were right.** Point to each question on your organizer as you talk about it.



Additional materials:  
Card Sets 1-5;  
Game pieces;  
Die

1. Was the story about Ben? [Yes]
2. What challenge did Ben face? [He was blind.]
3. How did Ben solve his problem? [He learned to echolocate.]
4. How did the story end? [Using echolocation, Ben learned to do amazing things!]
5. So after reading both of these texts, what lesson do we think we could learn from Ben's life? Is that different from your prediction before? Help students to identify the lesson, "Kids can do anything, even if they have a disability!"

**So what do you think is the Theme of Ben's story?** [Accept response] If necessary, help students turn their answers above into a final Theme statement using the form: "Ben Underwood shows us (lesson) because he (what happened in the story)."

**A Main Idea is a single sentence that tells what the paragraph is about. A Theme is a single sentence that tells what the text is about. As reading detectives, you should always be thinking about what the most important part of the paragraph or the text is while you're reading.**

**To help you do this you also need to use our "Making a Connection" strategy. We use this strategy to make sure we understand what the author is trying to tell us. What type of connections do we need to make?** ["word-to-word," "sentence-to-sentence," and "sentence-to-self"]

**You have done an excellent job practicing the before and during reading strategies today! Great work!**

If more than 5 minutes remain, play the Mystery Game.

If less than 5 minutes remain, assist students in erasing their strategy bookmark.

**How do you think you could use the strategies we've learned so far in your classroom?** [Accept responses] **That's right! Remember the Best Detectives Always Think. When reading in class, or anywhere, you need to Think, Think, Think. You can practice thinking by using any of our strategies! What are the strategies we've learned so far?** [Check the Features; Check my Mind; Make a Main Idea; Make a Connection; Answer the Theme Question; Answer the Other Questions]



# LESSON 19: LEARNING TO SEE...

## Overview:

1. Lesson Introduction
2. Practice Answering Other Questions
3. Lesson Closure

*\*Provide students with a "Brain Break" if you notice fatigue, frustration, or disengagement. Optional activities are provided on p. 306.*

## Materials:

- ☑ Strategy Bookmark (laminated)
- ☑ Superkids Workbooks (1 for each student)
- ☑ Inside/Outside Question Card (laminated)
- ☑ Mission 18.0 worksheet (sb)
- ☑ Mission 19.0 worksheet (sb)
- ☑ Game Materials

 This lesson suggests that you access the Ben Underwood Media Library PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

## 19.1 LESSON INTRODUCTION

### Review Routines.

As appropriate, compliment students on a routine/procedure that they followed especially well.

### Review Rules.

**(Student A) What are the three rules we have for every session?** [Be Respectful; Work Hard; Be a Good Team Member.]

Provide feedback on behavior as appropriate.

### Review strategy bookmark.

Students could have used the following strategies outside of intervention: Check the Features, Check my Mind, and Make a Main Idea. Encourage them to talk about what they are reading outside of class, and how the strategies they've learned in intervention might help them better comprehend what they read.

- **Since we last met, did you read any nonfiction? What did you read?**
- **Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?**
- **Did you have a chance to use any of these strategies? Which ones did you use?**
- **How did they help you comprehend what you read?**



02:00

# SEQUENCE STRUCTURE

Who or what is this story about? \_\_\_\_\_

What is the problem?

BEN UNDERWOOD LEARNED TO DO AMAZING THINGS EVEN THOUGH HE WAS BLIND.



BEN STARTED LOOSING HIS SIGHT, WHEN HE WAS YOUNG.



BEN'S EYES WERE REMOVED TO SAVE HIS LIFE.



BEN'S MOM HELPED HIM LEARN TO "SEE" USING HIS EARS, HANDS, AND NOSE.

**1**



BEN STARTED USING ECHOLOCATION.

**2**



How does it End?

USING ECHOLOCATION, BEN LEARNED TO DO AMAZING THINGS!

**3**

What lesson can we learn from this story?

BEN TEACHES US THAT KIDS CAN DO ANYTHING EVEN IF THEY HAVE A DISABILITY, BECAUSE HE LEARNED TO SEE USING ECHOLOCATION, EVEN THOUGH HE WAS BLIND.

Theme

What do they do?




SB p.33

Last time, we read the second part of Ben Underwood's story, "Learning to See in the Dark." We used our Before Reading Strategies to prepare to read. Go ahead and check those off on your bookmarks. Students should check off the before reading strategies. Then, we used our During Reading Strategies: Make a Main Idea and Make a Connection to help us think like detectives and comprehend the story. Check those strategies off too! Students check off During Reading strategies. Which strategies do you think we'll practice today? [After Reading]

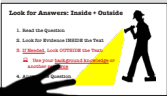
Ask students to open their workbooks to p. 9 and turn to Mission 18.0 worksheet in their binders.

**Sometimes I forget things. Does that ever happen to you?** Accept response. In order to do our best on answering questions, let's review what we read yesterday. We'll do this so the text can be fresh in our minds. We won't stop to make Main Ideas and Connections this time--we are just reviewing.

**Let's read through quickly, but carefully. The more carefully we read, the easier it will be to find inside answers later! Ok. Student A, read the first paragraph for us.** As student A reads, correct miscues, but do not stop the reading. When they have finished reading, ask student B to read the next paragraph. You may choose to read the third paragraph yourself, or read this paragraph as a group. When finished say, **Great reading! We didn't stop to create Main Ideas, but let's review the Main Ideas we made last time.**

Using the sequence passage organizer, ask students to read only the Main Ideas from "Learning to see in the Dark." When they are done, point to the organizer. **What kind of questions could this help us answer?** [Main idea and Theme]. **Yesterday we wrote all of the main ideas on here, remember? So if we see a main idea question, we could look at this. Let's number the boxes to make it a little easier.** Allow students to number the boxes on their worksheets. **At the bottom of the graphic organizer we wrote the theme. Read the Theme to me again.** Both students re-read the theme.

**Great! Now you are ready to answer questions. Remember there are 4 types of questions. Main Idea, Theme, Inside, and Outside. How will I know something is a Main Idea question?** [it will include the words "mostly about" or "main idea."] **How will I know something is a theme question?** [It will talk about the whole text, it might talk about the "lesson" or the "title"] **What is the difference between an inside and an outside question?** [Inside questions can be answered with evidence from the text, outside questions will need background knowledge too.] **Yes!**



# ANSWER KEY

T ☒ M ☐ I ☐ O

P: 1

1. What was paragraph 1 mostly about?

- a. Ben's eyes were removed to save his life.
- ☒ b. Ben's mom helped him learn to "see" using his hands, nose, and ears.
- c. Ben woke up from surgery and said, "Mom, I can't see."
- d. Ben learned to use echolocation like dolphins and bats.

T ☐ M ☒ I ☐ O

P: 1

2. According to paragraph 1, who helped Ben learn to "see" without his eyes?

- a. Ben's doctor.
- b. Dolphins.
- c. Ben's teacher.
- ☒ d. Ben's mom.

Last Sentence

T ☐ M ☐ I ☒ O

P: X

3. Why do you think Ben's mom wanted him to do everything someone with regular sight could do?

- a. She wanted him to have a good life.
- b. She didn't want him to become discouraged.
- c. She believed in her son.
- ☒ d. All of the above.

T ☐ M ☐ I ☐ O

P: X

4. Imagine you had to have your eyes removed. How would you feel? What would you do?

CORRECT ANSWER SHOULD INCLUDE A FEELING AND AN ACTION THEY WOULD TAKE.

EX. 1: I WOULD FEEL DETERMINED AND I WOULD TRY TO LEARN HOW TO ECHOLOCATE LIKE BEN.

EX. 2: I WOULD FEEL SCARED AND I WOULD WANT TO HIDE.

T ☐ M ☒ I ☐ O

P: 2

5. According to paragraph 2, what type of noise did Ben make to echolocate?

- a. Whistling
- ☒ b. Clicking
- c. Tapping
- d. Beeping

Sentence 1

T ☒ M ☐ I ☐ O

P: 2

6. What is the main idea of paragraph 2? .

- a. Ben was completely blind.
- b. Ben made a clicking noise like dolphins and bats.
- ☒ c. Ben began using echolocation.
- d. Ben was a real-life superhero.

Before we work as Coach and Reader, I'm going to give you both a chance to answer these questions on your own. Go ahead and try the first one. Remember to read the question. Circle T, M, I, or O for the question type. Then, look for evidence in the text. If you find evidence write the paragraph where you found it in the P box. If you can't find evidence, use your background knowledge and answer the question. Do you have any questions? Answer any questions students have. Follow these procedures for each question:

1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to Provide feedback as indicated.

| ? | Wrong Question Type                                                                                                                                                                                                                                                      | Can't Find Evidence/<br>or access background<br>knowledge                                                                                                        | Incorrect Answer                                                                                                                                                                                                                     |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Do you see the words "mostly about?" What kind of question uses the words "mostly about?" [Main Idea]                                                                                                                                                                    | We already found all of the Main Ideas. Look at your Mission 18.0 sheet.                                                                                         | [a] That's the Main Idea of a different paragraph. What's the Main Idea of this paragraph?<br>[c] That was in paragraph 1, but it was a detail. It wasn't the Main Idea. Try again.<br>[d] That wasn't in this paragraph. Try again. |
| 2 | Remember to always look for evidence in the text. Did you find enough evidence inside the text? [Yes] Then, this is an "Inside" Question.                                                                                                                                | Can you find the words "see" without his eyes? If students still can't find the evidence, point to the last sentence.                                            | That's not what the paragraph said. Try again.                                                                                                                                                                                       |
| 3 | Where does the text say that Ben's mom wanted him to do everything someone with regular sight could do? Students should point to the 7th sentence in the 2nd paragraph. Does it tell you WHY she wanted that? [No] so this is an outside question.                       | What background knowledge do you have? Why would a mom want their child to learn to "see" even if they were blind?                                               | You're right, that answer makes sense. But, do any of the other answer choices make sense too?                                                                                                                                       |
| 4 | What did the text say about Ben after his surgery? [He said "Mom, I can't see."] That doesn't really tell you how Ben felt, and it definitely doesn't tell you how you would feel. What kind of question is this if we don't have enough evidence in the text? [Outside] | What background knowledge do you have? Why do you think Ben said that? Have you ever been somewhere so dark you couldn't see? How did you feel? What did you do? | Your answer should tell me how you would feel. Think about it, would you feel sad, scared, determined, angry? What would you do if you felt that way? Provide support with writing if necessary.                                     |

# ANSWER KEY

T M ☒ I O

P: 2

5. According to paragraph 2, what type of noise did Ben make to echolocate?

- a. Whistling
- ☒ b. Clicking
- c. Tapping
- d. Beeping

SENTENCE 1

T ☒ M I O

P: 2

6. What is the main idea of paragraph 2? .

- a. Ben was completely blind.
- b. Ben made a clicking noise like dolphins and bats.
- ☒ c. Ben began using echolocation.
- d. Ben was a real-life superhero.

T M I ☒ O

P: X

7. How do you think Ben felt when he realized he could echolocate?

- ☒ a. Happy, because he could see again.
- b. Embarrassed, because he thought people would make fun of him.
- c. Sad, because he missed seeing things in color.
- d. Angry, because he wanted to be able to see in the normal way.

T M ☒ I O

P: 2,  
PICTURE

8. According to the text, what type of animals echolocate?

- a. Only dolphins.
- b. Only bats.
- ☒ c. Dolphins and bats.
- d. All animals.

SENTENCE 5, PICTURES

T M ☒ I O

P: 3

9. According to paragraph 3, what are some surprising things Ben learned to do using echolocation?

SENTENCES 1-7

CORRECT ANSWER SHOULD INCLUDE MORE THAN 1 OF THE FOLLOWING:

RIDE A BIKE, ROLLERBLADE, PLAY BASKETBALL, WALK AND RUN PLACES BY HIMSELF

Continue to follow these procedures for each question:

1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to Provide feedback as indicated.

| ? | Wrong Question Type                                                                                                                                                                                                                                                                                        | Can't Find Evidence/ Access Background Knowledge                                                                                                                                                                | Incorrect Answer                                                                                                                                                                                                                           |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <b>Remember to always look for evidence in the text. Did you find enough evidence inside the text? [Yes] Then, this is an "Inside" Question.</b>                                                                                                                                                           | <b>What is the 2nd step in our strategy?</b> [Look for evidence in the text.] <b>This question said, "according to paragraph 2," Look at the second paragraph to see if you can find the answer.</b>            | <b>That's not what the paragraph said. Try again.</b>                                                                                                                                                                                      |
| 6 | <b>Do you see the words "Main Idea?" What kind of question uses the words "Main Idea?" [Main Idea]</b>                                                                                                                                                                                                     | <b>We already found all of the Main Ideas. Look at your Mission 18.0 sheet.</b>                                                                                                                                 | [a] <b>That wasn't in this paragraph. Try again.</b><br>[b] <b>That was in paragraph 2, but it was a detail. It wasn't the Main Idea. Try again.</b><br>[d] <b>That wasn't in this paragraph. Try again.</b>                               |
| 7 | <b>What did the text say about when Ben learned to echolocate? [He realized he could use echolocation to see where things were.] Does the text tell you how Ben felt? Does it tell you how YOU would feel? [No] Then there isn't enough evidence in the text. What type of a question is it? [Outside]</b> | <b>What background knowledge do you have? Have you ever done something that you thought was impossible? How did that feel?</b>                                                                                  | If students struggle, you may play the "Who is Ben Underwood?" video, or remind them of the video if they have already watched it: <b>How did Ben seem in the video? Did he seem like someone who is happy, sad, angry or embarrassed?</b> |
| 8 | <b>Remember to always look for evidence in the text. Did you find enough evidence inside the text? [Yes] Then, this is an "Inside" Question.</b>                                                                                                                                                           | <b>What is the 2nd step in our strategy?</b> [Look for evidence in the text.] <b>Can you find any examples of animals in the text who echolocate?</b><br>Help students find the words in the text if necessary. | [a] or [b] <b>Was there another animal in the text too?</b><br>[d] <b>That's not what the text says, look again.</b>                                                                                                                       |
| 9 | <b>Remember to always look for evidence in the text. Did you find enough evidence inside the text? [Yes] Then, this is an "Inside" Question.</b>                                                                                                                                                           | <b>What is the 2nd step in our strategy?</b> [Look for evidence in the text.] <b>This questions says "according to paragraph 3," what things can we find in paragraph 3 that Ben learned to do?</b>             | <b>That's not what the paragraph said. Try again</b>                                                                                                                                                                                       |

# ANSWER KEY

T M I ☒

**10. Of all the things Ben learned to do, which is most surprising to you?**

CORRECT ANSWER SHOULD IDENTIFY/WRITE 1 THING AND VERBALLY STATE WHY THAT IS IMPRESSIVE OR SURPRISING TO THEM.

P: X

T ☒ M I O

**11. Choose the statement that tells what paragraph 3 was mostly about.**

P: 3

- ☒ a. Using echolocation, Ben learned to do many things others thought were impossible.
- b. Using echolocation, Ben learned to communicate with dolphins and other animals.
- c. Ben is a superhero because he saw people as they truly were.
- d. Ben's mom helped him to "see" using his hands, ears, and nose.

☒ T M I O

**12. What lesson can we learn from Ben's life?**

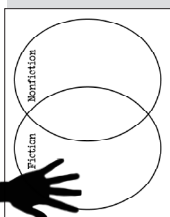
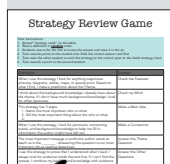
P: ALL

- ☒ a. Kids can do anything, even if they have a disability.
- b. Kids can do anything, even if they are poor.
- c. You shouldn't make fun of people who have a disability.
- d. Everyone is special, no matter what.

Continue to follow these procedures for each question:

1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to Provide feedback as indicated.

| ?  | Wrong Question Type                                                                                                                                                                                   | Can't Find Evidence/<br>or Access Background<br>Knowledge                                                                                                                                                                                                                                                                                                      | Incorrect Answer                                                                                                                                                                                                                                                                                                                                                                |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | <b>You just found several things that Ben learned to do INSIDE the text. Did the author tell you which one should be the most surprising to YOU? [No] So what type of question is this? [Outside]</b> | <b>What things did the text tell you Ben could do?</b> [Ride a bike, rollerblade, play basketball, walk and run] <b>Did you see Ben doing anything else surprising in the video?</b> [Playing video games; finding things for his mom]. <b>Now, use your background knowledge. What do you think would be the hardest thing for someone who is blind? Why?</b> | Identifies something Ben couldn't do: [ie See what a person looks like] <b>Are you sure that's something Ben could do?</b><br><br>Identifies something that wouldn't necessarily be more difficult blind: [ie. talking, eating, spending time with family] <b>Being blind, wouldn't make it hard to do those things. What's something that would be hard if you were blind?</b> |
| 11 | <b>Do you see the words "mostly about?" What kind of question uses the words "mostly about?" [Main Idea]</b>                                                                                          | <b>We already found all of the Main Ideas. Look at your Mission 18.0 sheet.</b>                                                                                                                                                                                                                                                                                | [b] <b>That wasn't in this paragraph. Try again.</b><br>[c] <b>That was in paragraph 3, but it was a detail. It wasn't the Main Idea. Try again.</b><br>[d] <b>That wasn't in this paragraph. Try again.</b>                                                                                                                                                                    |
| 12 | <b>Do you see the word "lesson?" Remember, the hidden lesson of a text is the _____. [Theme] So circle "T" for Theme.</b>                                                                             | <b>Can you look back at your Mission 18.0 sheet to find this answer?</b>                                                                                                                                                                                                                                                                                       | <b>That might be true, but it isn't the lesson we learn from this story. Try again.</b>                                                                                                                                                                                                                                                                                         |



Ben  
Underwood  
Media Library

30:00

**Great team work, you two! You just practiced Answering Other Questions with Go ahead and cross that strategy off on your bookmark.**

Chose one of the options below if students appear bored, frustrated, or fatigued during the lesson, or if they finish early.

### ***Option 1: Play Mystery game***

1. Prioritize card sets 4-5
2. Feel free to adjust the rules to the interests of your students

### ***Option 2: Play Strategy Matching Game***

1. Place strategy cards and strategy description cards
2. One student turns over a strategy card and a description card
3. If the cards turned over are a match, the student gets to go again.
4. If the cards are not a match, the other student takes a turn.
5. Continue play until all strategies and descriptions are matched.

### ***Option 3: Fiction/Nonfiction Sort***

1. Place fiction/nonfiction sorting strips and Venn diagram on the table.
2. Time students to see how quickly they can sort the characteristics of fiction/nonfiction.

### ***Option 4: Explore the Media Library***

1. Open the Ben Underwood Media Library.
2. Allow Students to select a video.
3. After the video, navigate to the discussion slide by clicking the arrow.

Allow 5 minutes for media/game play.

**Do you think these strategies could help you in class? How could they help?**  
[Accept responses] Help students erase their bookmarks. **I want you to look for chances to use these strategies in class. Use this bookmark to remind you. Next time we meet, I'm going to ask if you had a chance to use any of your strategies.**

**We are going to continue to practice these strategies for the rest of the year. The better you are at using them, the better reading detectives you will be!**

# LESSON 42: CHIMPANZEES

## OVERVIEW:

1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Answer the Theme Question
5. Answer the Other Questions
6. Lesson Closure

## MATERIALS:

- ✓ Strategy Bookmark
- ✓ Chimpanzee Workbooks (1 for each student)
- ✓ Mission 42.0 worksheet (sb)
- ✓ Check the Features Sheet
- ✓ Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, Make a Connection, In/Out
- ✓ Descriptive Structure Organizer, Main Idea Tree
- ✓ Take-Home Notes

 This lesson suggests that you access the Chimpanzee Media PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

## 42.1 INTRODUCTION

### Review Routines and Rules

Provide feedback on behavior as appropriate.

Ask students pull out and write each strategy on their bookmarks. Use the questions below to engage students in a discussion of outside strategy use.

- **Since we last met, did you read any nonfiction? What did you read?**
- **Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?**
- **Did you have a chance to use any of these strategies? Which ones did you use?**
- **How did they help you comprehend what you read?**

Set individual goals for the session. Students should be independently using most of the strategies at this point.

**Last time we met, what did you do really well? What did you want to work on?**  
[Accept responses]

**Today I'm going to be watching closely as you practice your strategies. I'm going to pay extra attention when you practice that strategy.**



1:00



**Check the Features**

1. Do you see anything interesting?

2. Do you see anything interesting?

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100. Do you see anything interesting?

Hand students Chimpanzee workbooks. Allow students to preview the workbook and Table of Contents.

Today we are going to read "Chimpanzees." It's on page 6. Turn there now. Students turn to page 6.

**What's our first strategy when we read non-fiction text?** [Check the Features.] **Exactly. We use Check the Features strategy to find clues...clues that help us predict the Theme. Rember, I'm not always with you when you read. I want to see what you can without my help! Today you aren't going to write anything on your Check the Features worksheet either! Remember, the Best Detectives Always Think. Think carefully about the clues the author has given you.**

TEACHER NOTE: Allow students to practice this strategy on their own. Prompt them only if they seem stuck. Place the laminated Check the Features sheet on the table. You do not need to record anything. Set the timer for 2 minutes. If students do not complete all of the steps--that's ok. Move on.

| Strategy step                                                                                       | If students do it correctly...                                                                                                                              | If students miss the step.                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students identify the title.                                                                        | <b>Awesome! You remembered the title! That's a great clue.</b>                                                                                              | Do nothing.                                                                                                                                                                                                                               |
| Students identifies pictures/caption, table, diagram and read text included with each.              |                                                                                                                                                             | Students do not identify something. <b>I think there is another text feature. Can you find it?</b><br>Students do not read the text that accompanies the feature. <b>Why did the author put this feature here. What does it say?</b>      |
| Student identifies bold print and completes vocabulary check-up for both words: apes and predators. | <b>Did you know thta humans are apes?</b><br><b>According to the table, what are some of the predators that eat chimpanzees? Are chimpanzees predators?</b> | <b>You forgot a step. Remember, the author made this word bold for a reason. Give yourself a vocabulary check-up to make sure you understand it. Provide support as necessary.</b>                                                        |
| Identifies that the text has a "descriptive" structure.                                             | <b>What do you think we'll learn about?</b>                                                                                                                 | If they skip a step: <b>What type of structure do you think this story might have?</b><br>If they identify the wrong type: <b>Hmm do you think this is a story, a description of something, ro do you think it is comparing 2 things?</b> |
| Student makes a Theme prediciton using the compare qustions.                                        | <b>Great Theme prediciton!</b>                                                                                                                              | Doesn't make a theme predction: <b>Remember we Check the Features so we can make a prediction about the Theme.</b><br>If students make an inadequate help them make a simple prediction.                                                  |

**Vocabulary Check-up**

1. Check your book. What do you know?

2. Check your book. What do you know?

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99. Check your book. What do you know?

100. Check your book. What do you know?

Use only if needed.

03:00

Check my Mind

What do you already know about \_\_\_\_\_?



Use only if  
needed.



Chimpanzee  
Media Library

**You just completed your first strategy: Check the Features.** Ask students to check it off on their strategy bookmark.

**What is our second before reading strategy?** [Check my Mind] Set the timer for 3 minutes. Move on if students have not completed all steps before the timer goes off.

| Strategy step                                                                   | If students do it correctly...                                                                                            | If students miss the step.                                                                                                                                                                           |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each student asks the other "What do you know about..."                         | <b>I love that you both asked each other that question!</b>                                                               | _____, make sure you ask _____ that question too.                                                                                                                                                    |
| Students complete the question with "chimpanzees."                              | Do nothing.                                                                                                               | <b>What did we say this text would be about? So you should ask your partner what they know about chimpanzee behavior.</b>                                                                            |
| Students decide to look at a video, because of limited background knowledge.    | <b>You are really thinking like a detective!</b> Open the media powerpoint and help students navigate to the correct tab. | <b>It looks like you don't have very much background knowledge about chimpanzees. What can you do when that happens?</b> Open the media powerpoint and help students navigate to the correct tab.    |
| Students navigate to the discussion slide and indicate responses to the video.. | <b>I love that you both talked about how you felt about that video!</b>                                                   | Click to advance the slide to the discussion slide. <b>Remember if you watch a video, it's important to think about how it relates to the text. Take turns asking and answering these questions.</b> |

**Which strategy did we just practice?** [Check my Mind] Go ahead and check that off on your bookmark.

**Now it's time to read "Chimpanzees." You just used your before reading strategies to prepare to read. Which strategies should you use during reading to help you comprehend, or understand, what the author is trying to say?** [Make a Main Idea and Make a Connection] Set the Main Idea and Pronoun cards on the table. **Before we start reading, take a second to number the paragraphs.** Students should number the paragraphs. **How many paragraphs do we have?** [3]

# CHIMPANZEES

Did you think **the animal** on the cover of this book was a monkey? If so, you're wrong! **That's a chimp!** Actually, **Chimps** are more like you than monkeys. That's because **chimps** and humans are **apes**. Apes are a group of animals who share common traits. All species of Apes are super smart and live in social groups. Also, all apes have hands with 4 fingers and a strong thumb. Unlike monkeys, apes do not have tails. Sound familiar?



*Chimpanzees live in social groups and spend lots of time in trees.*

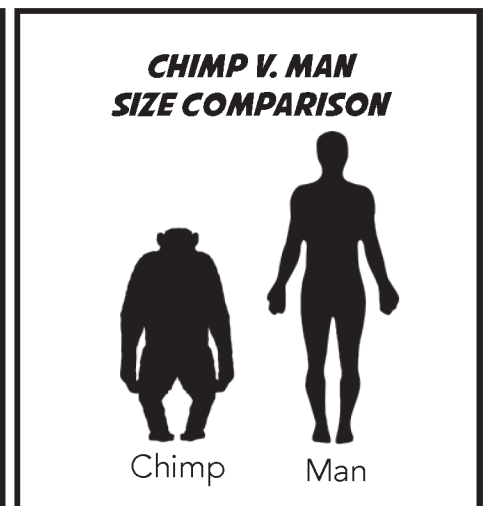
**Chimps** live in western and central Africa. **They** can be found in many habitats. **Chimp** habitats include dry grasslands, wet rainforests, and even mountains. No matter the habitat, **chimps** spend much of their time in and around trees. Climbing trees keeps **chimps** safe from **predators**. Each night, **chimp** family groups nest in a new tree.

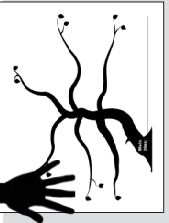
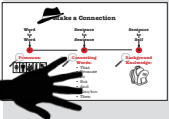
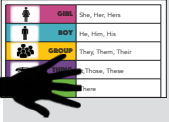
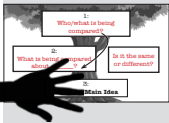
**Chimps'** bodies have special features. **Chimps** have very long arms. **They** use **their** long arms to swing through the trees and to travel on the ground. **Chimps** are smaller than humans, but much stronger. **They** need their strong arms for swinging and hanging in trees. **Their** feet are strong too. **Their** feet are like hands. Chimps can grab and hold things with **their** feet!



*Check out those feet. This young chimp is holding his hand with his foot!*

| Chimp Fast Facts        |                                                                                         |                                                                                                                                        |
|-------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| How long do they live?  | 45 years                                                                                |                                                                                                                                        |
| How big are they?       | Weight: 70-130 pounds<br>Height: 4.5-5 feet                                             |                                                                                                                                        |
| What do they eat?       | Mostly eat: <ul style="list-style-type: none"> <li>• fruit</li> <li>• leaves</li> </ul> | Sometimes eat: <ul style="list-style-type: none"> <li>• eggs</li> <li>• insects</li> <li>• monkeys</li> <li>• small animals</li> </ul> |
| Do they have predators? | Yes: leopards, eagles, & <b>humans</b>                                                  |                                                                                                                                        |





TEACHER NOTE: For each paragraph students should work together to follow the steps of the Main idea strategy. Provide support only if they are stuck. Use the tree poster provided in the teacher materials if necessary, and no more than one time in the session. After students identify the Main Idea, write it on the descriptive organizer.

After creating the Main Idea for each paragraph, students should choose to make 1 connection. Ideally, students should make all 3 types of connection by the end of the lesson. Suggested connections are denoted by an \* in the tables below.

### PARAGRAPH 1

|                                 |                                                                                                                                                                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Idea                       | Chimpanzees are apes (just like humans).                                                                                                                                                                                                                       |
| Word-to-Word Connection         | na                                                                                                                                                                                                                                                             |
| Sentence-to-Sentence Connection | "That's" (second sentence): <b>The sentence says "That's a chimp." What is a that?</b> [The animal on the front cover]                                                                                                                                         |
| Sentence-to-Self Connection*    | <b>Underline the last sentence. The author asks if the characteristics sound familiar. What are the characteristics that apes like chimps and humans share?</b> [smart, social, hands with thumbs]. <b>Does that sound familiar? Do you have those traits?</b> |

### PARAGRAPH 2

|                                 |                                                                                                                                                                                                     |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Idea                       | Chimps live in many habitats in (western and central) Africa.                                                                                                                                       |
| Word-to-Word Connection*        | Theyr=chimps                                                                                                                                                                                        |
| Sentence-to-Sentence Connection | na                                                                                                                                                                                                  |
| Sentence-to-Self Connection     | <b>Why would climbing trees keep chimps safe from predators? Why do you think they make a nest in a new tree every night?</b> Help students use their background knowledge and the table to answer. |

### PARAGRAPH 3

|                                  |                                                                                                                                                               |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Idea                        | Chimps' bodies have special features.                                                                                                                         |
| Word-to-Word Connection          | They/their=chimps                                                                                                                                             |
| Sentence-to-Sentence Connection* | "too" (sentence 6). <b>The sentence says that chimps feet are strong "too," what other body parts do chimps have that are especially strong?</b> [Their arms] |
| Sentence-to-Self Connection      | <b>Use the diagram and the table, how much smaller are chimps than adult men? Is a chimp bigger or smaller than you?</b>                                      |

**Very good! Which strategies did you just practice?** [Make a Main Idea; Make a Connection] **Check those strategies off on your bookmarks.**

**Now that you finished reading. What do you need to do?** [Answer the Theme question]. **That's right! Check off Make a Main Idea and Make a Connection on your bookmark.**

Direct student attention to descriptive passage organizer. **Let's review the Main Ideas you found.**

- 1. Chimps are apes (like humans).**
- 2. Chimps live in many habitats in Africa.**
- 3. Chimps' bodies have special features.**

Point to the organizer.

**Using our notes and the Main Ideas we found, let's see if you can answer the Theme question.**

**What is the most important who or what for the whole text?** [Chimps]

**What was the most important thing we learn about the I.S.S.?** [...are apes that live in Africa and have special features.]

**Think about your answers to those questions. See if you can make a Theme in your head. Give me a thumbs up when you have it.**

When both students have given you a thumbs up, **What do you think the Theme is?** [Chimps are apes that live in Africa and have special features.]

**Which strategy was that?** [Answer the Theme Question] **Yes! Go ahead and check it off. That means there is only one strategy left.**

**MISSION 42.0**

1. Which of the following is a true statement about the passage?
2. Which of the following is a true statement about the passage?
3. Which of the following is a true statement about the passage?
4. Which of the following is a true statement about the passage?
5. Which of the following is a true statement about the passage?
6. Which of the following is a true statement about the passage?
7. Which of the following is a true statement about the passage?
8. Which of the following is a true statement about the passage?
9. Which of the following is a true statement about the passage?
10. Which of the following is a true statement about the passage?



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Now you are ready to Answer the Other questions. Remember there are 4 types of questions. Main Idea , Theme, inside, and outside. I'm going to give you both a chance to answer these questions on your own. I want you to try the questions on the front of this worksheet, all by yourself. Make sure to follow the steps in the strategy. Write M, T, I or O in the blank next to the question.

If you find an inside question you need to underline the answer in the text. And you need to write where you found it on the worksheet. You should write the paragraph number next to the question type.

**Does that make sense?** Answer any questions they may have. **This isn't a race!** Remember the **Best Detectives Always think!** Think hard about your answers. Go ahead.

1. Allow students to attempt the questions on their own.
2. Watch students to make sure they are writing the question type and looking for evidence before selecting an answer.
3. Check student work when complete.
4. Give students a second chance on items they miss

**TROUBLESHOOT:**

- ⚠ If students work at different rates, ask students to work together to answer the questions instead of working independently.
- ⚠ If students show NO evidence of strategy use, stop the independent practice and work through the answers together.
- ⚠ After students complete the exercise--review only those questions 1 or both students get wrong together.

# ANSWER KEY

1, 1

**1. Chimpanzees are apes. Which is NOT a characteristic that all apes share?**

- a. All apes are smart.
- b. All apes live in social groups.
- c. All apes have hands with thumbs.
- ☒ d. All apes have tails.

1, 2

**2. Why do chimp families nest in new trees each night?**

- a. They forget where their nest is.
- b. They don't, chimps live in places without trees.
- ☒ c. They do this to be safe from predators.
- d. They do this because they hate the ground.

1, 3

**3. Finish this sentence. Chimp feet are like\_\_\_\_\_.**

- ☒ a. Hands.
- b. Shovels.
- c. Paddles.
- d. Hooves.

0

**4. True or false. Most chimps live longer than humans.**

- a. True.
- ☒ b. False.

0

**5. What was one thing that surprised you about chimpanzees from this passage?**

ACCEPT ANY FACT FROM THE TEXT OR TEXT FEATURE.  
EX. I WAS SURPRISED THAT CHIMPANZEES ARE STRONGER THAN HUMANS.

M, 1

**6. What is the first paragraph mostly about?**

- a. Chimps are monkeys.
- ☒ b. Chimps are apes.
- c. Chimps have hands.
- d. Chimps can be found in many habitats.

M, 3

**7. What is the main idea of the last paragraph?**

T

**8. Choose the best theme for this text.?**

- a. Chimps can be found in many habitats in Western and Central Africa.
- b. Chimps are just like us because they are smart and have hands.
- ☒ c. Chimps are apes with special features that can be found in many habitats.
- d. Chimps are cool monkeys with special features.

| ? | Wrong Question Type                                                                                                                                 | Can't Find Evidence/<br>or access background<br>knowledge                                                                                                                    | Incorrect Answer                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Can you find where the text talked about characteristics that all apes shared. Read around to see if you can find something that apes do NOT share. | Where did you find that answer?                                                                                                                                              | That is something all apes have in common. What is something that apes do NOT have?                                                                                                                                                        |
| 2 | Do you see where it talks about chimp families nesting in trees. Read around to see if you can find the reason.                                     | Where did you find that answer?                                                                                                                                              | That's not what the text said. Look again.                                                                                                                                                                                                 |
| 3 | Find the place where it talks about chimp feet. Can you find the answer?                                                                            | Where did you find that answer?                                                                                                                                              | That's not what the text said. Look again.                                                                                                                                                                                                 |
| 4 | Can you find evidence in a text feature about how long chimps live? Does it tell you how long humans live?                                          | What evidence can you find in the text? What does the table say? [Chimps live 45 years]<br>Use your background knowledge. Do humans usually live more or less than 45 years? | Use the brainstorming prompts to help students see that the statement is false.                                                                                                                                                            |
| 5 | Do you see the word "you?" When a question asks for your opinion what kind of question is it? [Outside]                                             | What did you learn about chimpanzees from the text?<br>Use your background knowledge, which one of those things surprised you?                                               | There isn't a right or wrong answer to this question. What do you think?                                                                                                                                                                   |
| 6 | Do you see the words, "mostly about?"                                                                                                               | You already found this answer. Use our descriptive organizer if you have to.                                                                                                 | [a] That wasn't in this text.<br>[c] That was a detail in the first paragraph.<br>[d] That was the Main Idea of a different paragraph.                                                                                                     |
| 7 | Do you see the words, "main idea?"                                                                                                                  | You already found this answer. Use our descriptive organizer if you have to.                                                                                                 | Copy your answer or look back in the text to see if you can find a sentence that tells the Main Idea.                                                                                                                                      |
| 8 | Do you see the word, "theme?"                                                                                                                       | Think. What was the text mostly about? What was the most important thing you learned about that?                                                                             | [a] That was a main idea of one paragraph, but it wasn't what all of the paragraphs were about.<br>[b] That was a detail in the first paragraph, but it wasn't the Theme of the whole text.<br>[d] That isn't true. Chimps aren't monkeys! |



End the session by telling students 1 thing that they did well. Write this on 1 of the take-home cards.

Ask each student to select 1 strategy they would like to work on next time. Write this on the take home card.

If additional time remains, play a review game or explore the media library.

**Remember, the Best Detectives Always think! What do they always think about?** [The Theme] **You can practice these strategies wherever you are! Did you know that? Whenever you read, you can think like a detective.**

**How could reading like a detective help you?** [Accept responses] **The more you understand what you read, the smarter you will become. The more background knowledge you will have. The better grades you will get. Using your strategies and reading like a detective will help you understand and comprehend what you read.**

Help students to erase bookmarks. **Use this bookmark when you read to remind yourself to read like a detective all the time!**

# LESSON 43: CHIMPANZEE BEHAVIOR

## OVERVIEW:

1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Answer the Theme Question
5. Answer the Other Questions
6. Lesson Closure

## MATERIALS:

- ✓ Strategy Bookmark
- ✓ Chimpanzee Workbooks (1 for each student)
- ✓ Mission 43.0 worksheet (sb)
- ✓ Check the Features Sheet
- ✓ Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, Make a Connection, In/Out
- ✓ Descriptive Structure Organizer, Main Idea Tree
- ✓ Take-Home Notes

 This lesson suggests that you access the Chimpanzee Media PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

## 43.1 INTRODUCTION

### Review Routines and Rules

Provide feedback on behavior as appropriate.

Ask students pull out and write each strategy on their bookmarks. Use the questions below to engage students in a discussion of outside strategy use.

- **Since we last met, did you read any nonfiction? What did you read?**
- **Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?**
- **Did you have a chance to use any of these strategies? Which ones did you use?**
- **How did they help you comprehend what you read?**

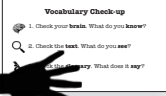
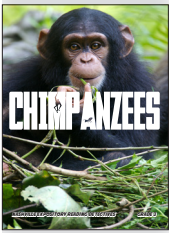
Set individual goals for the session. Students should be independently using most of the strategies at this point.

**Last time we met, what did you do really well? What did you want to work on?**  
[Accept responses]

**Today I'm going to be watching closely as you practice your strategies. I'm going to pay extra attention when you practice that strategy.**



1:00



Use only if needed.

Today we are going to read "Chimpanzee Behavior." It's on page 7. Turn there now. Students turn to page 7.

**What's our first strategy when we read non-fiction text?** [Check the Features.] Exactly. We use **Check the Features** strategy to find clues...clues that help us predict the Theme. Rember, I'm not always with you when you read. I want to see what you can without my help! Today you aren't going to write anything on your **Check the Features** worksheet either! Remember, the **Best Detectives Always Think**. Think carefully about the clues the author has given you.

TEACHER NOTE: Allow students to practice this strategy on their own. Prompt them only if they seem stuck. Place the laminated Check the Features sheet on the table. You do not need to record anything. Set the timer for 2 minutes. If students do not complete all of the steps--that's ok. Move on.

| Strategy step                                                                                             | If students do it correctly...                                                                                                                              | If students miss the step.                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students identify the title.                                                                              | <b>Awesome! You remembered the title! That's a great clue.</b>                                                                                              | Do nothing.                                                                                                                                                                                                                               |
| Students identifies pictures/caption and reads each of the captions.                                      | <b>Based on the pictures and captions, what are some things you think we might learn about chimpanzee behavior?</b>                                         | Students do not read the caption that accompanies each picture. <b>Why did the author put this feature here. What does it say?</b>                                                                                                        |
| Student identifies bold print and completes vocabulary check-up for both words: grooming and communicate. | <b>Point at the picture that shows chimps grooming each other. What do you think the chimps in the last picture on this page are trying to communicate?</b> | <b>You forgot a step. Remember, the author made this word bold for a reason. Give yourself a vocabulary check-up to make sure you understand it. Provide support as necessary.</b>                                                        |
| Identifies that the text has a "descriptive" structure.                                                   | <b>What do you think we'll learn about?</b>                                                                                                                 | If they skip a step: <b>What type of structure do you think this story might have?</b><br>If they identify the wrong type: <b>Hmm do you think this is a story, a description of something, or do you think it is comparing 2 things?</b> |
| Student makes a Theme prediciton using the compare questions.                                             | <b>Great Theme prediciton!</b>                                                                                                                              | Doesn't make a theme predction: <b>Remember we Check the Features so we can make a prediction about the Theme.</b><br>If students make an inadequate help them make a simple prediction.                                                  |

Check my Mind

What do you already know about \_\_\_\_\_?



Use only if  
needed.



Chimpanzee  
Media Library

**You just completed your first strategy: Check the Features.** Ask students to check it off on their strategy bookmark.

**What is our second before reading strategy?** [Check my Mind] Set the timer for 3 minutes. Move on if students have not completed all steps before the timer goes off.

| Strategy step                                                                   | If students do it correctly...                                                                                            | If students miss the step.                                                                                                                                                                           |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Each student asks the other "What do you know about..."                         | <b>I love that you both asked each other that question!</b>                                                               | _____, make sure you ask _____ that question too.                                                                                                                                                    |
| Students complete the question with "chimpanzee behavior."                      | Do nothing.                                                                                                               | <b>What did we say this text would be about? So you should ask your partner what they know about chimpanzee behavior.</b>                                                                            |
| Students decide to look at a video, because of limited background knowledge.    | <b>You are really thinking like a detective!</b> Open the media powerpoint and help students navigate to the correct tab. | <b>It looks like you don't have very much background knowledge about chimpanzees. What can you do when that happens?</b> Open the media powerpoint and help students navigate to the correct tab.    |
| Students navigate to the discussion slide and indicate responses to the video.. | <b>I love that you both talked about how you felt about that video!</b>                                                   | Click to advance the slide to the discussion slide. <b>Remember if you watch a video, it's important to think about how it relates to the text. Take turns asking and answering these questions.</b> |

**Which strategy did we just practice?** [Check my Mind] Go ahead and check that off on your bookmark.

**Now it's time to read "Chimpanzees."** You just used your before reading strategies to prepare to read. Which strategies should you use during reading to help you comprehend, or understand, what the author is trying to say? [Make a Main Idea and Make a Connection] Set the Main Idea and Pronoun cards on the table. **Before we start reading, take a second to number the paragraphs.** Students should number the paragraphs. **How many paragraphs do we have?** [3]

7:00

# CHIMPANZEE BEHAVIOR

Chimps are very smart! **Scientists** once thought that only humans were smart enough to use tools. **Scientists** were wrong! In 1960, a **scientist** named **Jane Goodall** saw chimpanzees making and using tools. **She** watched a chimp remove the leaves from a stick. Then, the chimp used the stick like a fishing rod to catch and eat bugs.



*This chimp uses a stick to catch and eat bugs.*

**Chimps** are also very social. **They** spend their whole lives in the same family group. Family groups are led by an adult male. **Chimps** spend time each day **grooming**, or cleaning, their fellow group members. **They communicate**, or share ideas, with one another too. **Young chimps** are raised by **their** moms. Like human babies, **chimps** are helpless until **they** are at least 3 years old. **Mom chimps** teach **their babies** everything **they** need to know to be part of the family.



*A mother chimp with her baby.*

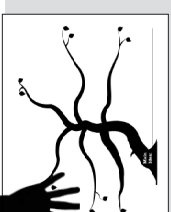
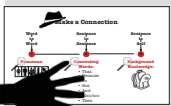
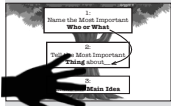
Believe it or not, **chimps** show their feelings! When **they** get mad, **they** might yell, stomp **their** feet, or throw rocks. To show love, **chimps** hold hands, hug, tickle, and make faces at each other. **They** even laugh when they play!



*These chimps are grooming each other.*



*Chimps often show their feelings.. How do you think these chimps feel?*



TEACHER NOTE: For each paragraph students should work together to follow the steps of the Main idea strategy. Provide support only if they are stuck. Use the tree poster provided in the teacher materials if necessary, and no more than one time in the session. After students identify the Main Idea, write it on the descriptive organizer.

After creating the Main Idea for each paragraph, students should choose to make 1 connection. Ideally, students should make all 3 types of connection by the end of the lesson. Suggested connections are denoted by an \* in the tables below.

### PARAGRAPH 1

|                                 |                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Idea                       | Scientists learned that chimpanzees are smart because they saw chimps using tools.                                                                                                             |
| Word-to-Word Connection*        | She=Jane Goodall                                                                                                                                                                               |
| Sentence-to-Sentence Connection | "Then" (last sentence): <b>When we see the word "then" the author is telling us something that happened in order?" What did the chimp do that made Jane Goodall realize chimps used tools?</b> |
| Sentence-to-Self Connection     | <b>Why does using tools prove an animal, like chimps, is smart?</b>                                                                                                                            |

### PARAGRAPH 2

|                                  |                                                                                                                                                     |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Idea                        | Chimps are very social.                                                                                                                             |
| Word-to-Word Connection          | They/their=chimps                                                                                                                                   |
| Sentence-to-Sentence Connection* | "Also" (sentence 1). <b>This sentence is connecting what we learn in paragraph 2 to the first paragraph.</b>                                        |
| Sentence-to-Self Connection      | <b>What does the author mean, when she says that chimps are helpless until they are 3, like humans? Are humans really helpless until they are 3</b> |

### PARAGRAPH 3

|                                 |                                                                                                                          |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Main Idea                       | Chimps show their feelings.                                                                                              |
| Word-to-Word Connection         | They/their=chimps                                                                                                        |
| Sentence-to-Sentence Connection | na                                                                                                                       |
| Sentence-to-Self Connection*    | (Chimps are smaller, but much stronger) <b>Can you think of any other animals that show feelings?</b> [Accept responses] |

**Very good! Which strategies did you just practice?** [Make a Main Idea; Make a Connection] **Check those strategies off on your bookmarks.**

Direct student attention to the descriptive passage organizer. **Let's review the Main Ideas you found.**

- 1. Scientists learned that chimps are smart because they use tools.**
- 2. Chimps are very social.**
- 3. Chimps show their feelings.**

Point to the organizer.

**Using our notes and the Main Ideas we found, let's see if you can answer the Theme question.**

**What is the most important who or what for the whole text?** [Chimps]

**What was the most important thing we learn about chimps?** [...are smart and social (animals that show their feelings)]

**Think about your answers to those questions. See if you can make a Theme in your head. Give me a thumbs up when you have it.**

When both students have given you a thumbs up, **What do you think the Theme is?** [Chimps are smart and social (animals that show their feelings)]

**Which strategy was that?** [Answer the Theme Question] **Yes! Go ahead and check it off. That means there is only one strategy left.**

**MISSION 43.0**

1. Read the passage and answer the questions.

2. Write the main idea of the passage.

3. Write the theme of the passage.

4. Write the inside question of the passage.

5. Write the outside question of the passage.

6. Write the answer to the inside question.

7. Write the answer to the outside question.

8. Write the answer to the question.

9. Write the answer to the question.

10. Write the answer to the question.



SB p.77

Now you are ready to Answer the Other questions. Remember there are 4 types of questions. Main Idea , Theme, inside, and outside. I'm going to give you both a chance to answer these questions on your own. I want you to try the questions on the front of this worksheet, all by yourself. Make sure to follow the steps in the strategy. Write M, T, I or O in the blank next to the question.

If you find an inside question you need to underline the answer in the text. And you need to write where you found it on the worksheet. You should write the paragraph number next to the question type.

**Does that make sense?** Answer any questions they may have. **This isn't a race!** Remember the **Best Detectives Always think!** Think hard about your answers. Go ahead.

1. Allow students to attempt the questions on their own.
2. Watch students to make sure they are writing the question type and looking for evidence before selecting an answer.
3. Check student work when complete.
4. Give students a second chance on items they miss

**TROUBLESHOOT:**

- ⚠ If students work at different rates, ask students to work together to answer the questions instead of working independently.
- ⚠ If students show NO evidence of strategy use, stop the independent practice and work through the answers together.
- ⚠ After students complete the exercise--review only those questions 1 or both students get wrong together.

# ANSWER KEY

M, 1

1. What is the first paragraph mostly about?

- a. We know chimps are smart because they can talk.
- b. A scientist name Jane Goodall saw chimps using tools in 1960.
- ☒ c. We know chimps are smart because they use tools like us.
- d. Chimpanzees are very social animals who live in family groups.

M, 2

2. What is the main idea of the second paragraph?

- ☒ a. Chimps are very social.
- b. Chimps are very smart.
- c. Chimps show their feelings.
- d. Young chimps are raised by their moms.

O

3. Which of these is probably not a way that chimpanzees communicate.

- a. Making sounds.
- b. Making faces.
- c. Using gestures.
- ☒ d. Writing words.

O

4. What might happen if a chimp was taken away from its mom before it turned 3?

EX. THE BABY CHIMP WOULDN'T LEARN HOW TO \_\_\_\_\_.

1, 2

5. According to the passage, who is the leader of the chimp family group?

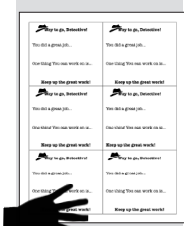
- ☒ a. An adult male.
- b. A mother chimp.
- c. There is no leader.
- d. The oldest female.

T

6. What could be a good Theme for this text?

- a. Chimps are apes with interesting features.
- b. Chimps are exactly like humans.
- ☒ c. Chimpanzee behaviors show they are smart and social.
- d. Chimps show their feelings like sadness and anger.

| ? | Wrong Question Type                                                                                                                                               | Can't Find Evidence/<br>or access background<br>knowledge                                                                                                                                                                              | Incorrect Answer                                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Do you see the words "mostly about?"                                                                                                                              | Think about the Main Ideas you just made. Look at the descriptive organizer if you have to. Which answer choice is the most like the Main Idea you made?                                                                               | [a] That's not true. That's not what the paragraph said.<br>[c] That was a detail.<br>[d] That was the Main idea of another paragraph.                                                      |
| 2 | Do you see the words "Main Idea?"                                                                                                                                 | Think about the Main Ideas you just made. Look at the descriptive organizer if you have to. Which answer choice is the most like the Main Idea you made?                                                                               | [b] or [c] That was the Main idea of another paragraph.<br>[d] That was a detail.                                                                                                           |
| 3 | Do you see the word "probably?" The author is asking for the best guess, in other words she wants you to use your background knowledge to make an educated guess. | What did you learn in the texts about how chimps communicate?<br>Use your background knowledge. Which of things is probably NOT something a chimpanzee could do?                                                                       | Looking at the text features and thinking about some of the video clips we've seen--it seems like chimpanzees do communicate that way. What is a way that they probably do NOT communicate? |
| 4 | Do you see the word "might?" The author is asking for your best guess, in other words she wants you to use your background knowledge to make an educated guess.   | What does the text say about baby chimps and their moms?<br>Now use your background knowledge. What would happen to a human baby if it was taken away from it's mom? What would happen if the baby chimp didn't learn from their moms? | This question doesn't have a right or wrong answer. What do you think?                                                                                                                      |
| 5 | Do you see the words "according to the passage?" See if you can find information about the leader of the chimp family group INSIDE the passage.                   | Where did you find that answer?                                                                                                                                                                                                        | That's not what the evidence in the text shows you. Try again.                                                                                                                              |
| 6 | Do you see the word "Theme?"                                                                                                                                      | Which one of these answers tells you the most important who/what and the most important thing we learned about them.                                                                                                                   | [a] That was from our last text.<br>[b] That isn't exactly true.<br>[d] That was the Main idea of one paragraph but I don't think that's what the whole text was about.                     |



When students have completed the questions, they should check off “Answer the Other Questions” on their bookmarks.

End the session by telling students 1 thing that they did well. Write this on 1 of the take-home cards.

Ask each student to select 1 strategy they would like to work on next time. Write this on the take home card.

If additional time remains, play a review game or explore the media library.

**Remember, the Best Detectives Always think! What do they always think about?** [The Theme] **You can practice these strategies wherever you are! Did you know that? Whenever you read, you can think like a detective.**

**How could reading like a detective help you?** [Accept responses] **The more you understand what you read, the smarter you will become. The more background knowledge you will have. The better grades you will get. Using your strategies and reading like a detective will help you understand and comprehend what you read.**

Help students to erase bookmarks. **Use this bookmark when you read to remind yourself to read like a detective all the time!**



**STUDENT  
MATERIAL  
SAMPLES**





## MISSION 18.0

# Check the Features

1. Title: \_\_\_\_\_

2. Do you see anything suspicious?

| "Suspiciuos Figures"                                                                                                                              | "Suspicious Words"                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Picture/ Caption<br><input type="checkbox"/> Diagram<br><input type="checkbox"/> Maps<br><input type="checkbox"/> Tables | <input type="checkbox"/> Headings<br><input type="checkbox"/> <b>Bold print</b><br><input type="checkbox"/> <i>Italicized Print</i><br><input type="checkbox"/> <u>Underlined Print</u> |

3. Why did the author put these features here?

4. Do you understand the important vocabulary words?

|  |                                                                                     |                                                                                     |                                                                                     |                                                                               |
|--|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|  |  |  |  | Using _____ to figure out<br>_____ is near you and<br>_____ those things are. |
|--|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

5. Based on the features, what type of structure does this text have?

Descriptive



Sequence



Compare



6. Theme Prediction

Who or what is this story about? **BEN UNDERWOOD**

BEN UNDERWOOD LEARNED TO DO AMAZING THINGS EVEN THOUGH HE IS BLIND.



BEN STARTED LOOSING HIS SIGHT WHEN HE WAS YOUNG.



BEN EYES WERE REMOVED TO SAVE HIS LIFE.



What do they do?

How does it End?

What lesson can we learn from this story?

Theme

# MISSION 19.0

**T M I O 1. What was paragraph 1 mostly about?**

P:

- a. Ben's eyes were removed to save his life.
- b. Ben's mom helped him learn to "see" using his hands, nose, and ears.
- c. Ben woke up from surgery and said, "Mom, I can't see."
- d. Ben learned to use echolocation like dolphins and bats.

**T M I O 2. According to paragraph 1, who helped Ben learn to "see" without his eyes?**

P:

- a. Ben's doctor.
- b. Dolphins.
- c. Ben's teacher.
- d. Ben's mom.

**T M I O 3. Why do you think Ben's mom wanted him to do everything someone with regular sight could do?**

P:

- a. She wanted him to have a good life.
- b. She didn't want him to become discouraged.
- c. She believed in her son.
- d. All of the above.

**T M I O 4. Imagine you had to have your eyes removed. How would you feel? What would you do?**

P:

**T M I O 5. According to paragraph 2, what type of noise did Ben make to echolocate?**

P:

- a. Whistling
- b. Clicking
- c. Tapping
- d. Beeping

**T M I O 6. What is the main idea of paragraph 2? .**

P:

- a. Ben was completely blind.
- b. Ben made a clicking noise like dolphins and bats.
- c. Ben began using echolocation.
- d. Ben was a real-life superhero.

**T M I O 7. How do you think Ben felt when he realized he could echolocate?**

P:

- a. Happy, because he could see again.
- b. Embarrassed, because he thought people would make fun of him.
- c. Sad, because he missed seeing things in color.
- d. Angry, because he wanted to be able to see in the normal way.

**T M I O 8. According to the text, what type of animals echolocate?**

P:

- a. Only dolphins.
- b. Only bats.
- c. Dolphins and bats.
- d. All animals.

**T M I O 9. According to paragraph 3, what are some surprising things Ben learned to do using echolocation?**

P:

**T M I O 10. Of all the things Ben learned to do, which is most surprising to you?**

P:

**T M I O 11. Choose the statement that tells what paragraph 3 was mostly about.**

P:

- a. Using echolocation, Ben learned to do many things others thought were impossible.
- b. Using echolocation, Ben learned to communicate with dolphins and other animals.
- c. Ben is a superhero because he saw people as they truly were.
- d. Ben's mom helped him to "see" using his hands, ears, and nose.

**T M I O 12. What lesson can we learn from Ben's life?**

P:

- a. Kids can do anything, even if they have a disability.
- b. Kids can do anything, even if they are poor.
- c. You shouldn't make fun of people who have a disability.
- d. Everyone is special, no matter what.

# **MISSION 42.0**

## **Chimpanzees**

\_\_\_\_\_ **1. Chimpanzees are apes. Which is NOT a characteristic that all apes share?**

- a. All apes are smart.
- b. All apes live in social groups.
- c. All apes have hands with thumbs.
- d. All apes have tails.

\_\_\_\_\_ **2. Why do chimp families nest in new trees each night?**

- a. They forget where their nest is.
- b. They don't, chimps live in places without trees.
- c. They do this to be safe from predators.
- d. They do this because they hate the ground.

\_\_\_\_\_ **3. Finish this sentence. Chimp feet are like \_\_\_\_\_.**

- a. Hands.
- b. Shovels.
- c. Paddles.
- d. Hooves.

\_\_\_\_\_ **4. True or false. Most chimps live longer than humans.**

- a. True.
- b. False.

\_\_\_\_\_ **5. What was one thing that surprised you about chimpanzees from this passage?**

\_\_\_\_\_ **6. What is the first paragraph mostly about?**

- a. Chimps are monkeys.
- b. Chimps are apes.
- c. Chimps have hands.
- d. Chimps can be found in many habitats.

\_\_\_\_\_ **7. What is the main idea of the last paragraph?**

---

**8. Choose the best theme for this text.?**

- a. Chimps can be found in many habitats in Western and Central Africa.
- b. Chimps are just like us because they are smart and have hands.
- c. Chimps are apes with special features that can be found in many habitats.
- d. Chimps are cool monkeys with special features.

# **MISSION 43.0**

## **Chimpanzee Behavior**

\_\_\_\_\_ **1. What is the first paragraph mostly about?**

- a. We know chimps are smart because they can talk.
- b. A scientist name Jane Goodall saw chimps using tools in 1960.
- c. We know chimps are smart because they use tools like us.
- d. Chimpanzees are very social animals who live in family groups.

\_\_\_\_\_ **2. What is the main idea of the second paragraph?**

- a. Chimps are very social.
- b. Chimps are very smart.
- c. Chimps show their feelings.
- d. Young chimps are raised by their moms.

\_\_\_\_\_ **3. Which of these is probably not a way that chimpanzees communicate.**

- a. Making sounds.
- b. Making faces.
- c. Using gestures.
- d. Writing words.

\_\_\_\_\_ **4. What might happen if a chimp was taken away from its mom before it turned 3?**

\_\_\_\_\_ **5. According to the passage, who is the leader of the chimp family group?**

- a. An adult male.
- b. A mother chimp.
- c. There is no leader.
- d. The oldest female.

\_\_\_\_\_ **6. What could be a good Theme for this text?**

- a. Chimps are apes with interesting features.
- b. Chimps are exactly like humans.
- c. Chimpanzee behaviors show they are smart and social.
- d. Chimps show their feelings like sadness and anger.